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ABSTRACT

The Discover program is a program for women who want to become self-sufficient and self-supporting. Clients of the program may be separated or divorced, single mothers, or married to an underemployed spouse. The Discover program involves career exploration in the hope that its graduates will enter an occupational training program. The goals of the Discover program are personal growth and continuing education for the participants. Women can confront their fears about change, risk, independence, and decision making in a supportive, nonjudgmental atmosphere. This document describes how to sponsor and set up a Discover program, and how to locate instructors and recruit participants. A three-phase curriculum is described. These topics are covered: (1) personal growth including individual counseling, independence, and assertiveness; (2) career exploration, including campus tours, vocational testing, and goal-setting; and (3) problem solving, including time and money management, coping with children, and handling problems. Appendices include samples of a 4-week schedule, a three-successive Saturdays schedule, and a sample listing of community resources. (ABL)

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DISCOVER

AN EDUCATIONAL OPPORTUNITY FOR WOMEN IN TRANSITION

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THE WOMEN'S RESOURCE CENTER
Sarasota, Florida

Women's Educational Equity Act Program
U.S. Department of Education

DISCOVER

AN EDUCATIONAL OPPORTUNITY FOR WOMEN IN TRANSITION

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Women's Educational Equity Act Program
U.S. Department of Education
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CONTENTS

ACKNOWLEDGMENTS vii

OVERVIEW: TO THE DISCOVER FACILITATOR

Defining the Problem 3
What is Discover? 3
Who Can Sponsor a Discover Program? 4
What Should a Sponsor Provide? 4
What Topics Does Discover Include? 5
Funding the Discover Program 6
Setting Up the Program 7
Locating Instructors and Services 8
Recruiting Participants 9
Screening Potential Participants 9
Presenting the Discover Curriculum 10
Suggestions for Facilitators 10
The First Day 11

THE DISCOVER CURRICULUM

Introduction 15
Phase I: Personal Growth 15
Individual Counseling 16
Self-Esteem Module 16
Independence Module 22
Sex-Role Stereotypes Module 26
Women and Power Module 30
Stress Management Module 32
Assertiveness Module 36
Relationships Module 40
Phase II: Career Exploration 47
Campus Tours 47
Financial Aid for Education 47
Vocational Testing 48
Career Counseling 48
Goal-Setting Module 48
Grooming and Career Dressing Module 53

Phase III: Problem Solving 54
Time Management Module 54
Money Management Module 60
Coping with Kids Module 62
Supplementary: Handling Problems Module 65
Sexuality Module (Optional) 67
Graduation Day 68

APPENDIXES

A: Sample Four-Week Schedule 73
B: Sample Three-Successive Saturdays Schedule 74
C: Sample Listing of Community Resources 75

LIST OF PARTICIPANT MATERIALS

SELF-ESTEEM MODULE
Exercise 1: Mental Sabotage to Positive Self-Esteem 18
Exercise 2: Low Self-Esteem Vicious Circle 19
Exercise 3: Self-Talk Inventory 20
Exercise 4: Breaking the Vicious Circle 21

INDEPENDENCE MODULE
Exercise 1: Free Association 23
Exercise 2: Ideas about Independence 24
Exercise 3: Class Discussion Questions 25

SEX-ROLE STEREOTYPES MODULE
Exercise 1: Beliefs about Sex Roles 27
Exercise 2: The Role of Fairy Tales in Sex-Role Stereotypes, or Is Prince Charming Coming and If So, Do I Still Want Him? 28

WOMEN AND POWER MODULE
Exercise: Class Discussion Questions 31

STRESS MANAGEMENT MODULE
Exercise 1: How Can Stress Affect You? 33
Exercise 2: Ways of Handling Stress 34
Exercise 3: Are These Stress Management Behaviors Part of Your Life? 35

ASSERTIVENESS MODULE
Exercise 1: Assertiveness Quiz 38
Exercise 2: Characteristics of Assertive Behavior 39

RELATIONSHIPS MODULE
Exercise 1: Free Association 42
Exercise 2: Relationships Inventory 43
Exercise 3: Letting Go 44
Exercise 4: Loneliness 45
Exercise 5: Building Positive Relationships 46

GOAL-SETTING MODULE
Exercise 1: Free Association 50
Exercise 2: Discussion Statements 51
Exercise 3: Exploration of Work Values 52

TIME MANAGEMENT MODULE
Exercise 1: Personal Energy Diary 56
Exercise 2: Priority-Planning Board 57
Exercise 3: Time Management Checklist 59

COPING WITH KIDS MODULE
Exercise 1: Children and Divorce Questionnaire 62
Exercise 2: Class Discussion Statements about Children and Divorce 64

SUPPLEMENTARY: HANDLING PROBLEMS MODULE
Exercise: How Would You Handle It? 66

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OVERVIEW: TO THE DISCOVER FACILITATOR

DEFINING THE PROBLEM

I'm in a state of shock. After ten years my husband has decided he wants a divorce. We got married right after my high school graduation; I never went to college. I got pregnant on my honeymoon--we had three children in four years--so that ended any idea of a career. Not that I ever really planned on working; my home and family were career enough for me. I did work part-time once as a cashier, but I hated it. I was always scared I'd make a mistake. Believe me, I was relieved when my husband said I could quit. Now he's telling me to get a job right away because he wants out. What am I supposed to do? I don't even know what kind of work interests me; I don't know if I'm good at anything. I'm mad and I'm scared. I don't think I can take care of myself and the kids. My family keeps saying maybe I'll get married again, but I'm afraid no one will want me.

Wanda is only 28. What lies ahead for her? It's possible she may be in the work force for thirty years or more, a frightening possibility for a woman who doesn't know where her talents lie or what kind of paid work interests her--a woman who is traumatized by the breakup of her family.

Wanda was reared to believe that a man takes care of a woman, and she still believes it, even though in her case it is no longer true. She feels completely unprepared for an independent life as an individual separate from her husband. Wanda thinks of herself as part of a couple; her identity as a single woman is still unformed. Right now there are many questions Wanda may be asking herself:

How will I support myself? What kind of a job am I suited for?
How will I deal with my loneliness and depression? What about my fear of being alone?
How am I going to deal with the kids on my own?
If I decide to go back to school, how in the world will I pay for it?
I am so angry with my husband and yet I still love him. How will I learn to let go?
I see women who are independent and successful--women who seem to have it together. How can I get to be like them?

Women in transition need help. But they need more than an assertiveness-training course and their own bank account (although these will help). They need information, new skills, guidance, and emotional support. The Discover program is an attempt to meet the needs of women like Wanda.

WHAT IS DISCOVER?

Discover is a program for women who want to become self-sufficient and self-supporting. (In many cities, women who are 35 and older are eligible for displaced homemaker services.) Clients may be separated or divorced, single mothers, or married to an underemployed spouse.

Through Discover, women in transition can confront their fears about change, risk, independence, and decision making in a supportive, nonjudgmental atmosphere. The goals of the Discover program are personal growth and continuing education for the participants. Unlike displaced homemaker programs, Discover is not job-oriented in the immediate sense. The program involves **career exploration** in the hope that its graduates will enter an occupational training program.

Through group instruction, individual counseling, vocational and self-concept testing, campus tours of area community colleges and vocational-technical schools, and continuing guidance and support, the Discover program assists women in exploring their personal and vocational options.

WHO CAN SPONSOR A DISCOVER PROGRAM?

Any institution, agency, or community group interested in assisting women in transition could sponsor a Discover program. Suitable sponsors might be women's centers, shelters for battered women, community colleges, YWCA programs, churches, women's service organizations, community mental health services, or feminist groups.

WHAT SHOULD A SPONSOR PROVIDE?

The sponsoring organization needs to make certain resources available to the Discover program; they are described below.

SPACE

Minimum space requirements for the program include an office/reception area, a large room for classroom instruction and testing, and a small, private room for counseling. Since it is adaptable to different time frames, the Discover program can of course share space with other programs.

STAFF

Project Director. This position can be filled by existing staff if absolutely necessary. However, if funds are available, a full-time project director should be hired to administer the program. Ideally, the project director should be able to recruit candidates, teach instructional modules, provide peer counseling, hire instructors, arrange campus tours, set up vocational testing, provide community referrals, perform public relations duties in order to market the program, and assume full administrative/fiscal responsibility if grants are used to fund the program.

Administrative Assistant. This position can be part-time, if secretarial support is provided by the sponsoring institution. The administrative assistant should be able to conduct the initial intake interview with candidates, provide program information over

the phone, make appointments, provide referrals, and assist the project director in any way deemed advisable. If no secretarial support is provided, then the administrative assistant should also be involved in typing, filing, answering the phone, making photocopies, and carrying out other clerical duties.

SUPPORT SERVICES

The sponsor should provide office supplies, phone lines, the use of a copy machine, secretarial assistance, postage, space for files, and other forms of support that may become necessary.

THE QUESTION OF DAY-CARE

The Discover pilot program was funded to include money for day-care; few mothers could have taken advantage of the program without this financial support. Mothers in the program could choose whatever day-care center or babysitting service was most appropriate for their needs. Communities that can offer subsidized day-care for low-income mothers or co-op day-care centers are perfect for a Discover project. However, if low-cost child-care is not available, every effort should be made to raise money for child-care "scholarships" for those mothers who could not otherwise attend. Local service organizations are often willing to provide money for this sort of worthy purpose.

WHAT TOPICS DOES DISCOVER INCLUDE?

The Discover program consists of three phases: personal growth, career exploration, and problem solving.

PERSONAL GROWTH

- Individual counseling
- Educational modules:

  Self-Esteem
  Independence
  Sex-Role Stereotypes
  Women and Power
  Stress Management
  Assertiveness
  Relationships

CAREER EXPLORATION

- Campus tours
- Financial aid for education
- Vocational testing
- Career counseling
- Educational modules:

  Goal Setting
  Grooming and Career Dressing

PROBLEM SOLVING

- Educational modules:

  Time Management
  Money Management
  Coping with Children
  Supplementary: Handling Problems
  Optional: Sexuality

FUNDING THE DISCOVER PROGRAM

SPONSORS AND GRANTS

The pilot program for Discover was funded by a grant from the Women's Educational Equity Act Program of the U.S. Department of Education. However, if Discover can become part of an established agency or organization, program costs can be greatly reduced.

If your Discover program is to duplicate the original four-week model (see Appendix A for a sample schedule) which was offered several times during the year, these are the items that must be funded by local or state grants:

1. Salaries for the project director/facilitator and her administrative assistant
2. Copier costs for duplicating the class exercises offered in this manual
3. Printing of brochures, stationery, and envelopes
4. Office supplies
5. Day-care for project participants (optional)
6. Outside instructor fees (optional)

If a greatly condensed version of Discover is offered in a workshop setting on three successive Saturdays (see Appendix B for a sample schedule), the program is practically cost-free to the sponsor. There would, of course, be nominal copier costs.

THE QUESTION OF FEES

Should Discover be offered free to participants? This is a decision only the sponsoring organization can make. The pilot program was offered at no cost to participants, many of whom were living on greatly reduced incomes and could not have afforded a fee. If the sponsor decides to charge for Discover, perhaps local service organizations could be approached to provide "scholarships" for those who cannot pay. If scholarships are granted, make sure the qualifying criteria are clearly spelled out.

If the program is offered free, participants may wish to contribute a small sum toward the purchase of coffee, tea, sugar, creamer, etc. Participants can be encouraged to take turns bringing muffins or coffeecake. Shared snacks in the morning and during breaks can greatly contribute to a feeling of warmth and togetherness within the group. Remember, the support the women offer each other is as important as the structured activities. If participants are charged for Discover, morning coffee should be provided by the sponsor.

SETTING UP THE PROGRAM

Once the commitment has been made by the sponsoring organization to offer Discover to the community, and appropriate space has been found, the next step is to select a project director/facilitator to operate the program.

Ideally, the project director/facilitator should be:

a secure, nonjudgmental individual who can facilitate learning among the participants and encourage them to explore their options.

a sympathetic, understanding listener who does not tell a woman what to do, but supports her process toward growth and change.

a creative and flexible facilitator who can adapt the Discover material presented here to the needs and interests of the group and to her own individual teaching style.

a knowledgeable individual who is familiar with community resources and local vocational schools and colleges.

an effective speaker who is comfortable addressing community groups, giving media interviews, actively soliciting referrals, and, in general, marketing and promoting the Discover program.

a patient, caring woman who is not a "rescuer" (rescuers allow themselves to burn out and feel victimized), but who can obtain satisfaction from planting a seed, even if she never sees it come to fruition.

Once the project director/facilitator is selected, she can then look for a suitable administrative assistant, who ideally should be:

a good listener who can also effectively explain the Discover program to prospective participants.

an adaptable, well-organized support person who has a clear understanding of the goals of the program.
a self-motivated individual who can grasp what needs to be done without constant supervision.

a skilled clerical worker who can maintain up-to-date client records, perform simple bookkeeping duties, schedule counseling appointments, order supplies, and type correspondence.

a woman whose skills complement those of the project director/facilitator.

LOCATING INSTRUCTORS AND SERVICES

Naturally, every effort should be made to secure instructors (or speakers) and services for Discover at no cost to the sponsoring organization. Here are some suggestions to try in your community:

Community colleges, vocational-technical schools, and displaced homemaker services usually have staff members who are experienced career counselors. These persons are often willing to make a presentation to the group regarding how career decisions are made based on personal aptitudes, interests, and work values.

Vocational-technical schools and community colleges usually offer vocational testing to prospective students. Such instruments as the GATB and Apticom (aptitude tests), the Strong-Campbell Interest Inventory, and the Kuder Preference Record are available through the guidance department. If there is a charge for such testing, find out if the Job Training Partnership Act (JTPA) will pay for the testing of those Discover students who are eligible (women on welfare are usually eligible for JTPA services). Sometimes schools have a career computer available, such as Choices or SIGI+, which prospective students can use to facilitate decisionmaking.

During campus tours of local schools and colleges, a spokesperson from the financial aid office may be more than happy to provide information on student loans, grants, scholarships, and work-study programs.

Most communities have legal aid offices that provide free services to clients in need. Often one of the staff attorneys (usually a woman) is willing to discuss state laws relating to divorce, custody, and child support. The attorney can make a brief presentation and then answer questions from the Discover group.

Planned Parenthood usually maintains an education department that can provide speakers to discuss birth-control methods and sexually-transmitted diseases, if the facilitator decides to include the optional Sexuality Module.

Department stores are often willing to send a makeup artist who will perform makeovers on Discover participants while giving tips on using and applying makeup. Some stores might offer the services of a fashion consultant who will demonstrate putting together a career wardrobe from a few basic separates. Color consultants, too, may be willing to offer a free presentation on seasonal colors based on the relatively new idea of classifying an individual as a Winter, Summer, Spring, or Fall. Any of these presentations can be fun for the class, so long as no one pushes products or services.

RECRUITING PARTICIPANTS

The following are low- or no-cost methods of recruiting program participants:

Arrange for an initial feature article on Discover in local newspapers and magazines. Small weekly newspapers are more willing to write a sizable article and therefore should not be ignored. Every time the program is offered, send in a brief news release to announce the dates, times, and contact person.

Set up interviews on local radio and television shows. Programs devoted to public affairs, community programs and events, and women's issues are always looking for new material and will be happy to schedule a segment featuring Discover.

Distribute program brochures to community agencies whose staff can refer appropriate clients to Discover. Such agencies might include food stamp and AFDC offices, legal aid societies, battered women's shelters, Planned Parenthood, JTPA offices, and mental health facilities. A personal visit from the project director can facilitate referrals.

Contact service groups such as Rotary, Kiwanis, ABWA, and AAUW which meet monthly, are usually looking for speakers. Program chairpersons for such groups are often delighted to offer their members something new. Both men and women have daughters, sisters, nieces, and friends who might be interested in Discover.

All persons associated with the sponsoring institution should talk about the program wherever they go, as nothing succeeds like word of mouth.

SCREENING POTENTIAL PARTICIPANTS

Qualifying criteria should be decided upon by the sponsor and the project director. Is Discover to be open to any woman who wants to become self-supporting? Or will it be limited to women in transition, and exactly what does that term mean? Are there to be age limits for group members? How large should the group be? How will participants be chosen if the response is far greater than anticipated?

Classes in the Discover pilot project ranged from eight to sixteen participants, with twelve being the ideal size. The pilot project attempted to screen out women who were unwilling to make a commitment to attend as many classes as possible. However, it should be understood that women in transition tend to have numerous appointments with attorneys, court hearings, food stamp interviews, doctor's appointments, job interviews, and similar demands on their time. Although very few women will be able to attend every single class, their commitment to the programs as a whole should be strong. In order for trust and bonding to develop within the group, its members need to be present as consistently as possible. If classes are interesting, upbeat, and open to free expression, the facilitator should find attendance high and the dropout rate low.

PRESENTING THE DISCOVER CURRICULUM

Discover group sessions should be presented in a supportive atmosphere. Rather than assuming an authoritarian stance with participants, the facilitator should perceive her role as supporting the personal progress of each woman as she moves toward greater autonomy and self-responsibility. Many of the ideas presented in the Discover curriculum may be new to some women in the program--some ideas may even be threatening. Each woman must make her own decisions as to whether or not she will incorporate new concepts into her life.

SUGGESTIONS FOR FACILITATORS

It should be agreed upon by participants and facilitators that all personal information shared in group sessions shall be regarded as confidential.

It is the students who should decide if they want to participate in the particular exercise. No effort should be made to force women into self-disclosure; rather, the women are **invited** to participate. The facilitator should not ask women to take part in any exercise that she herself is not willing to do.

Naturally, class discussions may spark questions, comments, and even controversy. Differing viewpoints are welcome. However, the facilitator should discourage heated arguments, put-downs of others' beliefs, and "gripe" sessions.

Facilitators are encouraged to be flexible. If some part of the program strikes a collective chord and class discussion is spirited, there is no need to rush through the material in order to move on to the next segment. What is important about the Discover program is each woman's discovery process, not what appears on the printed page.

Women in transition often feel lonely, isolated, and temporarily disoriented. Facilitators should encourage participants to turn to one another for support and companionship outside the classroom.

No class session should continue for longer than an hour and a half without a break. Be alert to glazed eyes and wandering attention. Self-examination can be tiring!

Be prepared for occasional tears, anger, withdrawal, emotional outbursts, and, hopefully, laughter. Participants should feel free to experience whatever they are feeling without embarrassment.

If outside instructors are brought in to the facilitate certain classes (such as those on assertiveness or time management), make sure they support the Discover philosophy and understand all class rules. All components of the program should blend together into a cohesive whole.

THE FIRST DAY

Participants may not know anyone else in the group, and probably are not sure what to expect from the Discover program. Women may fear they will be forced to take part in exercises that they find threatening or embarrassing. They may also be plagued with ambivalent feelings--apprehension and anticipation, shyness and the need to find support, resistance and the desire for new experience. Therefore, the first class experience is critical in setting the tone for the entire course.

Here are some suggestions for making Discover participants feel welcome and comfortable:

Have name-tags already made out, along with individual folders with pockets for storing class materials; these should be laid out on a card table at the door. The facilitator should be nearby to welcome the women.

Have fresh coffee and muffins or small pastries ready. Women can mingle while getting a snack in an unstructured way.

Arrange the chairs in a circle or around small tables. **Avoid** setting up chairs in rows, with the facilitator up in front--this isn't school!

The facilitator should spend a few minutes on "housekeeping"--the location of the restrooms, rules about smoking, where to put lunches, where to find a phone, etc.

Go around the circle with brief introductions, beginning with the facilitator and the administrative assistant, who should be present for at least the first session. Each woman can say whatever she likes, so long as she is reasonably brief; this is not the time to talk about a painful divorce.

After these introductions, the facilitator should acquaint the class with the ground rules outlined on the preceding page.

Allow some time for explaining the schedule of classes. Answer questions from the group. Explain the nature of any counseling that is to be offered. Ask participants if they would like a class list typed up with names, addresses, and phone numbers (some women may wish to keep their phone number unlisted). The facilitator should be informal and treat the participants as equals.

Reinforce the commitment to the course by explaining that regular attendance is a key part of any worthwhile group experience. Ask the women to notify program staff about any planned absences (appointments with an attorney, the food stamp office, etc.) in advance.

THE DISCOVER CURRICULUM

INTRODUCTION

The Discover program can be the beginning of a resocialization process building toward self-actualization for the women involved. The program attempts not only to help women find out what they are suited for in the work world, but also to provide participants with tools to help them identify and reach their goals. Most important, a woman who enters the Discover program feeling desperate, helpless, overwhelmed, scared, and angry can emerge feeling hopeful, more powerful, and independent, and looking forward to the future with anticipation--even excitement.

Even though the three phases of Discover--personal growth, career exploration, and problem solving--will be described separately, the various modules in the course can be presented in any order convenient to the facilitator. It is suggested that an emotionally charged module, such as the Self-Esteem Module, be paired with a lighter one, such as the Grooming and Career Dressing Module. You don't want the participants to become overwhelmed.

Although the content of the modules is important, the actual group **process** of the class is also vital. The experience of talking about our struggles with dependency, feelings of loneliness, or fears of inadequacy in the work world can be extremely valuable if the atmosphere in the group is one of trust and acceptance.

The exercises and questionnaires in this manual are directed to the participants and should be duplicated for distribution. Instructions for the facilitator precede these handout materials. Some modules contain class discussion questions for the facilitator to use; however, these too can be copied and distributed to the class.

Finally, relax--have fun with the modules, and feel free to be creative.

PHASE I: PERSONAL GROWTH

This section addresses the internal barriers participants may have encountered that prevent them from becoming fully independent and self-sufficient human beings. The socialization process these women have experienced may contribute to feelings of powerlessness, low

self-esteem, and lack of effectiveness in the world. Women who seek out the Discover program are beginning to understand the hardships brought about by the lack of job skills, poor self-image, and dependency, as well as fears and misunderstandings about the work world. By discussing such topics as self-esteem, sex-role stereotyping, independence, and relationships, participants may view their lives from a more helpful perspective.

INDIVIDUAL COUNSELING

Every effort should be made to offer one-to-one counseling to Discover participants at no cost to them. Individual sessions can be used to process class material that may be threatening, or to discuss current problems. If a woman reveals serious emotional problems requiring long-term therapy, appropriate referrals should be made to community mental health centers.

How can counseling services be offered?

- Retired therapists in the community may be willing to donate counseling services to the Discover program.
- A project director/facilitator with counseling experience may be hired.
- Peer counselors may be used. A peer counselor is just that--a peer who has received training in active listening skills. Active listening involves:

  paying attention to the feelings behing the words
  respecting an individual's worth and capacity for growth
  creating a climate that is neither critical nor moralizing
  resisting the temptation to "rescue" a woman by telling her what to do
  trying to grasp a problem or situation from the **speaker's** point of view, rather than one's own
  listening to oneself, paying attention to one's ownthoughts and feelings, and providing feedback, if that would be useful

Every counselor has her own style. However, because of the nature of the Discover program, a counselor who is client-centered in her approach and avoids an authoritarian posture will be most effective in this particular setting. Discover clients should be urged to look within themselves for possible solutions to problems, and dependence on the counselor should be gently but firmly discouraged. It is hoped that the same warm acceptance that is the hallmark of the rest of the program will also characterize counseling sessions.

SELF-ESTEEM MODULE

Women in our society traditionally have problems with self-esteem. Even women who appear to have a great deal to offer can be plagued with low self-esteem and a distorted self-image. A woman emerging from a troubled or broken relationship may have dangerously low self-esteem. If she is the rejected party in a divorce, self-doubt and deep feeling of inadequacy may color her thoughts and actions. These feelings can greatly reduce her effectiveness at school or in the work force.

Seated in a circle, you might begin by asking the group the following questions:

1. What is self-esteem and where does it come from? What causes self-esteem to fluctuate?
2. How does low self-esteem affect us?
3. What is the result of depending on others for feeling of self-worth?

The following are the exercises for this module.

Exercise 1: Mental Sabotage to Positive Self-Esteem

As women, we often reduce our self-esteem by the ways in which we think about ourselves. This exercise lists and describes some popular methods women use to "kick" themselves. Use this exercise as a springboard for discussion. Ask the class for examples of mental sabotage from their own lives. If participants are reticent, provide a humorous example from your own experience.

Exercise 2: Low Self-Esteem Vicious Circle

Mental sabotage leads to a vicious circle. It is important to emphasize that negative feelings about ourselves are self-perpetuating. Try to involve the class in identifying with the feelings expressed on the illustration.

Exercise 3: Self Talk-Inventory

Ask participants to keep a record of the negative things they say to themselves by using the Self-Talk Inventory chart for a couple of days. Class members may be surprised at how many times a day they "kick" themselves with a defeatist statement. Leave time open for a class discussion of the inventory in a few days. **Note**: The facilitator should keep a journal too.

Exercise 4: Breaking the Vicious Circle

Leave plenty of time to discuss this positive circle. **Change is scary**. Some people may feel uncomfortable about feeling good about themselves--it may be a new sensation. Emphasize that healthy self-esteem grows out of an inherent sense of self-worth.

SELF-ESTEEM MODULE

EXERCISE 1: MENTAL SABOTAGE TO POSITIVE SELF-ESTEEM

Do any of these self-sabotage statements sound familiar?

1. DISCOUNTING THE POSITIVE
   "Well, I guess I am intelligent, but so what?"

2. SHOULD/OUGHT/MUST
   "I **should** be able to handle motherhood, school, a career . . ."

3. ASSUMING
   "I probably won't get that job, because I don't have a college degree."

4. LABELING
   "I'm just an overweight housewife."

5. OVERGENERALIZING
   "No man will want me--a divorced woman with three kids."

6. MINIMIZING/MAGNIFYING
   "Well, I'm a pretty good typist (90 wpm), but I'm one of the world's worst spellers."

7. OVERRESPONSIBILITY
   "I'd love to go back to school, but who would do all the cooking, cleaning, laundry, and shopping? Besides, I have to type all my husband's papers and drive the kids to dance class and Little League."

8. COMPARING
   "My meat loaf is never as good as my mother's."

9. SELF-FULFILLING PROPHECY
   "My home life is so upsetting, I **know** I won't do well at work."

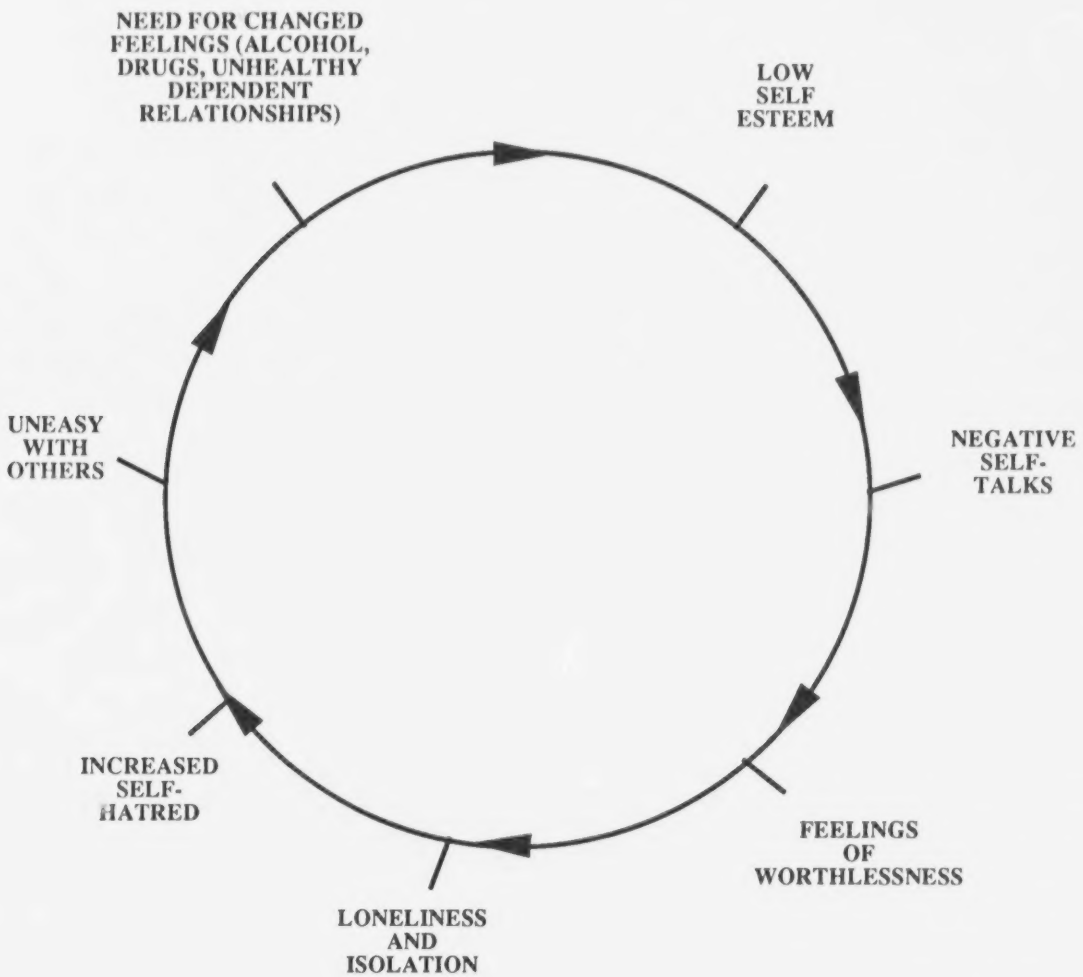
Can you make additions to this list from your own experience?

What function does mental sabotage serve in your life? For example: "Feeling bad about myself keeps me from having to take risks."

SELF-ESTEEM MODULE

EXERCISE 2: LOW SELF-ESTEEM VICIOUS CIRCLE

Mental sabotage leads to a self-perpetuating cycle that is difficult to break. Have there been times in your own experience when you were stuck in a vicious circle?



SELF-ESTEEM MODULE

EXERCISE 3: SELF-TALK INVENTORY

In making an effort to change your self-statements, use this chart to help monitor what you say to yourself, whether it is positive or negative, and whether it is **realistic**. If a statement is negative, think of a positive statement to replace the negative one. When you make this replacement statement, put a star (*) in the box titled "Encouragement, Not Self-Defeat."

What do you say to yourself?	Positive	Negative	Realistic		Encouragement, Not Self-Defeat
			Yes	No	

ASK YOURSELF:

Is this 100 percent realistic?

What is it that I fear?

What do I know about myself or others that may challenge this?

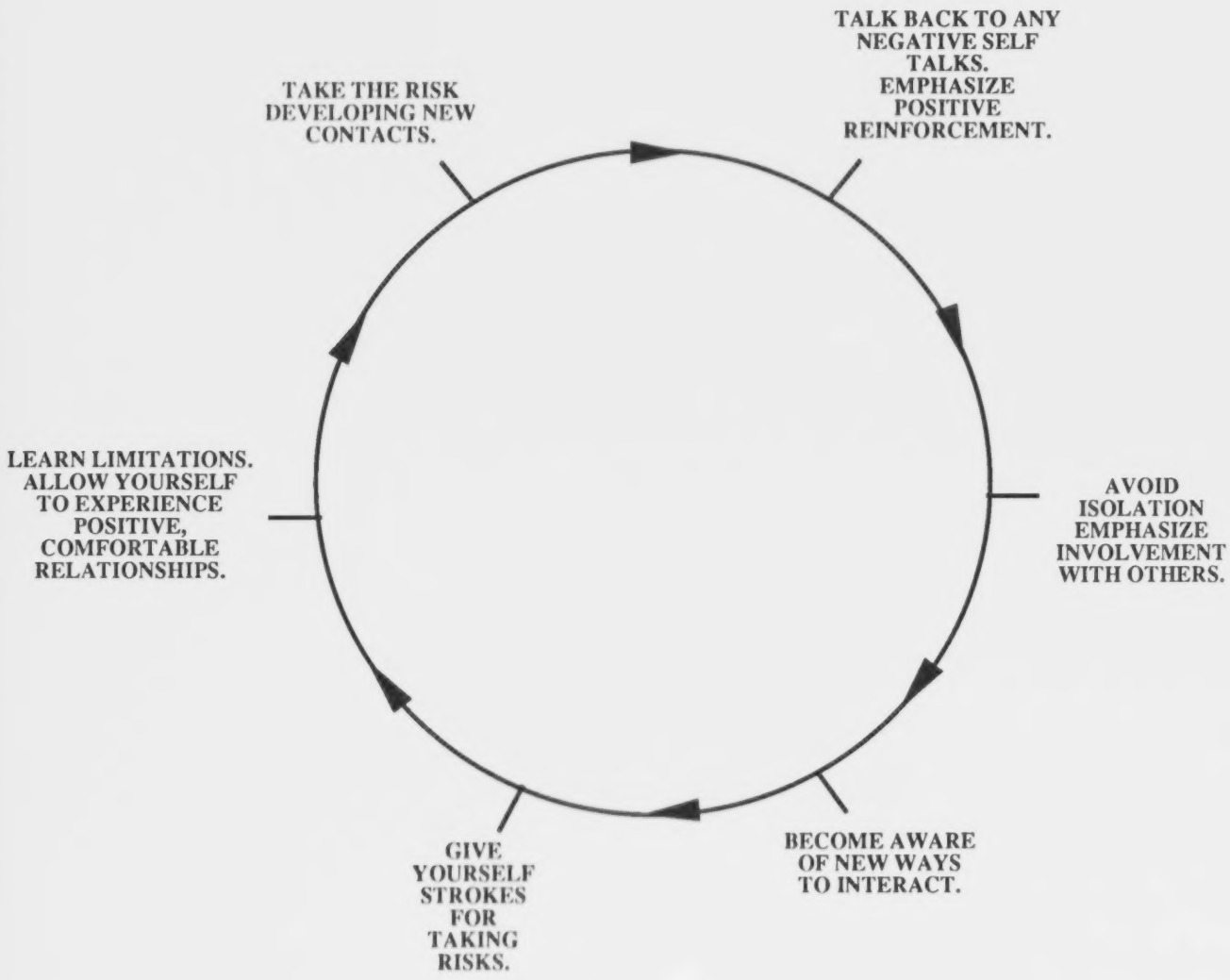
What is the worst that can happen? Can I live with this?

Does this realistically make me a worthless person?

SELF-ESTEEM MODULE

EXERCISE 4: BREAKING THE VICIOUS CIRCLE

As you break out of the vicious circle, try to become aware of your own personal power as a worthwhile woman, whose positive self-esteem glows from within.


TALK BACK TO ANY NEGATIVE SELF TALKS. EMPHASIZE POSITIVE REINFORCEMENT.
AVOID ISOLATION EMPHASIZE INVOLVEMENT WITH OTHERS.
BECOME AWARE OF NEW WAYS TO INTERACT.
GIVE YOURSELF STROKES FOR TAKING RISKS.
LEARN LIMITATIONS. ALLOW YOURSELF TO EXPERIENCE POSITIVE, COMFORTABLE RELATIONSHIPS.
TAKE THE RISK DEVELOPING NEW CONTACTS.

INDEPENDENCE MODULE

Becoming independent can be a difficult process, especially if a woman has enjoyed being taken care of and doubts her ability to take care of herself. Many women entering the Discover program may have been abandoned by a husband or boyfriend who suddenly expects his former partner to be self-sufficient and self-supporting. These women may recognize the need to become independent, but deep down, they feel resentful. So--expect a bit of resist ce to this module.

Exercise 1: Free Association

After passing out copies of this exercise, go around the circle so that each class member can read a sentence aloud and finish it **spontaneously**, with the first thing that comes to mind. In the pilot program some participants had a great deal of trouble with free association exercises. It was difficult for them to be spontaneous because they wanted to make the "right" responses--and one guaranteed not to offend. Apparently, these women's experience had taught them to expect criticism or scorn. And those women who were able to say whatever popped into their head were often surprised by their own responses.

Exercise 2: Ideas about Independence

This exercise helps a woman identify some of her beliefs about dependence/independence. Chances are, she will feel ambivalent about many of the items--this is to be expected. The facilitator should emphasize that there are no right or wrong answers. An open discussion of any feelings that surface as a result of the exercise can be very illuminating to the women involved.

Exercise 3: Class Discussion Questions

These discussion questions may be less threatening if the class is broken up into groups of three or four. This material can be upsetting to some women, and no one should be put on the defensive about her beliefs. In an era of two-career marriages, it may be easy to forget that many women still embrace traditional ideas about marriage and the family. These women are often shocked and bewildered when forced by circumstance to assume responsibility for themselves and their children--**even when they have been doing it all along**. Many women whose husbands are abusive, chemically dependent, or just plain irresponsible have been keeping the family afloat quite successfully for years, but with the comforting illusion that the man is actually in charge.

Remember--the Discover program alone cannot make women independent; no program can do that. But the facilitator can encourage participants to recognize and acknowledge the strengths they already possess. Becoming independent is a lifetime process, and women should be encouraged to take small steps first.

INDEPENDENCE MODULE

EXERCISE 1: FREE ASSOCIATION

These sentence stubs should be completed spontaneously with whatever pops into your head. Don't censor yourself!

Being alone at night is . . .

Making decisions is . . .

Having time to myself . . .

Couples who do everything together . . .

A man who looks after and protects a woman is . . .

Supporting myself . . .

I defer to the man in my life when . . .

When I don't have a relationship, I feel . . .

A single women is . . .

The worst feeling in the world is . . .

My husband/boyfriend doesn't let me . . .

If my husband hit me, I would . . .

Saying no to sex is . . .

Doing my own thing is . . .

His money is our money and my money is . . .

If someone disapproves of my actions, I feel . . .

I don't think I should have to . . .

When my husband/boyfriend hates what I'm wearing, I . . .

If the man in my life doesn't want me to go to school/work, I . . .

Battered women often return to their husbands because . . .

When my husband/boyfriend "goes out with the boys," I feel . . .

INDEPENDENCE MODULE

EXERCISE 2: IDEAS ABOUT INDEPENDENCE

Please mark what is true for YOU. There are no right or wrong answers.

	True	False
1. Deep down, I want a strong man to take care of me.	____	____
2. I feel uncomfortable going out to dinner alone.	____	____
3. I feel resentful about having to support myself.	____	____
4. When I am with a man, I want him to be in charge.	____	____
5. If I earned more money than my husband, he might not like it and that would bother me.	____	____
6. Making decisions by myself is hard for me.	____	____
7. I can't have a career, because my husband/ boyfriend/children/aging parents need me.	____	____
8. I feel incomplete without a man in my life.	____	____
9. I usually need the approval of others.	____	____
10. It's hard for me to supervise others, because I don't want to hurt anyone's feelings.	____	____
11. I feel frightened at night when there is no man to protect me.	____	____
12. Women who say they are feminists scare me a little.	____	____
13. I don't think women should have to work.	____	____
14. Being alone is:		
the worst thing in the world.	____	____
not so bad if it's temporary.	____	____
a fun time until the next man comes.	____	____
a time for solitary exploration.	____	____
frightening and depressing.	____	____
frightening and exciting.	____	____
something I would choose.	____	____
all of the above, depending on how I feel.	____	____

INDEPENDENCE MODULE

EXERCISE 3: CLASS DISCUSSION QUESTIONS

1. Do we feel resentful about being responsible for ourselves?

2. What do we women gain by being dependent? What do we lose? What do men gain by being in charge? What do they lose?

3. Are most men we know capable of assuming responsibility for us? Should we let a man take care of us even if he can and wants to? What is the danger if we do?

4. Is marriage sometimes a safe, acceptable retreat from attempting to have a career and either failing, or, just as frightening, succeeding?

5. What "punishments" are there for women who are "too" independent and successful?

6. What do we think of a woman who always overlooks her own needs in the service of others?

7. If we demonstrate that we can take care of ourselves, does that mean we have to keep on doing it forever?

8. Is working at home accorded the same respect as paid work outside the home?

9. What message are we giving other people if we . . .

   constantly run out of gas in our car?
   keep forgetting to balance the checkbook?
   have a great many ailments?
   keep running out of money?
   have constant car trouble?
   feel helpless quite often?
   need a great deal of help making decisions?
   are afraid to state our opinions for fear others will get angry?
   need a lot of praise and wilt under criticism?
   ask others for permission to do things that are our right?

10. What is frightening about independence? What is liberating?

11. Why are many men threatened by an independent woman?

12. Whose goals have top priority--your own, or those of the man in your life?

SEX-ROLE STEREOTYPES MODULE

This module challenges traditional ways of viewing men and women, and may stir up some controversy among participants who hold differing opinions.

Exercise 1: Beliefs about Sex Roles

Encourage participants to respond to the items honestly. They may notice a difference between what they say they believe about sex roles and what they actually believe. For example, most women now know that rape is a crime of violence and not a crime of passion. Yet when they see a woman in a revealing dress, they may automatically think she's "asking for it." Women may also express some frustration about the fact that their ideas about men and women have changed, while their husbands' have not.

Note: This material may be sensitive for women whose religious beliefs encourage the concept of female submission and male domination. If such women are in conflict about this point themselves, they may try to impose these ideas on other women. If this occurs, the facilitator can make a neutral remark to the effect that everyone's beliefs should be respected; the class is merely examining different perspectives.

Exercise 2: The Role of Fairy Tales in Sex-Role Stereotypes, or Is "Prince Charming" Coming and If So, Do I Still Want Him?

Since the topic of sex roles is an emotionally charged issue for many modern women, this exercise attempts to strike a lighter note. Fairy tales are usually an important part of every woman's early childhood. These"rescue fantasies" are imprinted on our consciousness at an early age--it's no wonder most of us are secretly waiting for Prince Charming. Of course, wanting to be rescued is a universal fantasy we all experience from time to time, but women are especially vulnerable to the appeal of this theme.

Ask for volunteers to read each fairy tale aloud, and then facilitate a discussion of what messages we are given by these stories. A few points to consider:

Don't plain girls ever get rescued?

How come Prince Charming never has any personality?

Sleeping Beauty and Snow White are both asleep when the prince falls in love. Isn't this the ultimate tribute to passivity in a woman?

What is the role of sexuality in these fairy tales?

The multiple-choice part of the exercise is strictly for laughs, which is not to say it doesn't have a point.

SEX-ROLE STEREOTYPES MODULE

EXERCISE 1: BELIEFS ABOUT SEX ROLES

The following statements reflect stereotypical ideas about men and women. Do you agree or disagree? Mark what you really feel, not what you think you should believe. There are no right or wrong responses.

	Agree	Disagree
1. The man should be the boss of the family.	____	____
2. A woman should nurture and care for her man.	____	____
3. An aggressive man is exciting; an aggressive woman is a turn-off.	____	____
4. A husband should protect and take care of his wife.	____	____
5. Household chores are "women's work" and are demeaning to men.	____	____
6. Women usually work to help with family expenses.	____	____
7. Young girls should help with the cooking and the cleaning; young boys should mow the lawn.	____	____
8. A woman must be in love to really enjoy a sexual experience.	____	____
9. Women are too emotional to hold executive positions.	____	____
10. Male secretaries and male nurses are probably wimps.	____	____
11. There is something wrong with women who want to do men's jobs.	____	____
12. A woman's natural role is to marry and have children.	____	____
13. A woman who dresses suggestively is asking to be raped.	____	____
14. It seems natural for men to pursue women and enjoy many sexual conquests, but it doesn't seem right for women to behave in the same way.	____	____
15. A woman doesn't really need vocational training, because she will have a man to support her.	____	____
16. It is a woman's job to keep a man happy and content.	____	____

SEX-ROLE STEREOTYPES MODULE

EXERCISE 2: THE ROLE OF FAIRY TALES IN SEX-ROLE STEREOTYPES, OR IS "PRINCE CHARMING" COMING AND IF SO, DO I STILL WANT HIM?

CINDERELLA

A beautiful, hard-working, unassertive girl with a mean step-mother, two selfish step-sisters, and an absent father is rescued from a life of difficulty by a fairy godmother. She is sent to a ball, where she meets handsome "Prince Charming." The prince falls in love with Cinderella instantly and pursues her when she runs away from him. They are soon reunited and live happily ever after.

SLEEPING BEAUTY

A beautiful princess is placed under a spell by a wicked fairy and falls asleep for one hundred years. Handsome "Prince Charming" cuts his way through the thorns surrounding the castle, finds Sleeping Beauty, and falls instantly in love with her while she's still asleep. His kiss awakens her, and they live happily ever after.

SNOW WHITE

A beautiful princess with a wicked step-mother and an absent father is sent away to die in a forest. She is rescued by seven cute, nonthreatening little men who adore and admire her. She earns her keep by doing their housework (very happily). Placed under an evil spell by her jealous step-mother, Snow White falls asleep. Her "Prince Charming" finds her sleeping in a glass case and falls instantly in love with her. His kiss awakens Snow White, and they live happily ever after.

BEAUTY AND THE BEAST

A beautiful, hard-working girl with two wicked sisters happily keeps house for her absent father. As her father is returning home, he enters the enchanted grounds of a hideous Beast. There he picks a rose that reminds him of Beauty. Alas, the Beast is furious and insists the father pay with his life. However, Beauty sacrifices herself to save her father. When the Beast sees Beauty, he falls instantly in love with her. Beauty pities the Beast, her compassionate tears break an evil spell, and the Beast is turned into "Prince Charming"! They live happily ever after. Are you surprised?

What are the common themes in these fairy tales?

1. In most well-loved fairy tales:

   Our heroine is . . .

   a. a beautiful and docile young girl who must be rescued.
   b. a plain, middle-aged saleswoman who supports her five children.
   c. a plucky kid named Esmeralda who rescues handsome princes.

   The hero is . . .

   a. a rude, ignorant clod who is not under an evil spell and remains boorish.
   b. a dashing young man of royal blood named Prince Charming.
   c. a butcher named Bruno.

   Our heroine's life changes because . . .

   a. she is capable, self-motivated, independent, assertive, and not afraid to try new behaviors.
   b. magical forces are operating.
   c. she deserves good fortune and life is fair.

   Our heroine's job skills include . . .

   a. cleaning house.
   b. looking beautiful.
   c. being good.
   d. all of the above.

   After the story ends . . .

   a. the handsome couple lives happily ever after.
   b. the initial infatuation wears off, the bride and groom work hard to develop a mature, interdependent relationship involving mutual trust and sharing.
   c. Prince Charming turns out to be weak and sniveling and our heroine is stuck with crying babies, severe PMS, and an unpaid mortgage on the castle.

2. Why have these fairy tales remained so popular with females?

3. What is the message we are consistently given?

4. When you were little, what was your favorite fairy tale? Why?

WOMEN AND POWER MODULE

Many women are uncomfortable with the concept of personal power; they are far more familiar with the experience of powerlessness. A wife who actively supports her husband's career may hesitate to pursue a career of her own with the same vigor. Women are traditionally rewarded for being accommodating, and are effectively punished for exercising power openly by being labeled "unfeminine" or "bitchy."

Many women who feel powerless resort to manipulation, a far more subtle and indirect form of power. Some participants might mention a woman like Alexis Carrington--the Joan Collins character on *Dynasty*. That is not the kind of personal power this module is concerned with. If the class has trouble defining power, the facilitator might shift the discussion to what it feels like to be **without** power. This will almost certainly stimulate response.

Exercise: Class Discussion Questions

Take a lot of time with this exercise, as the discussion questions can help class members identify their personal feelings about women and power. Be aware that many women have highly ambivalent feeling about this subject.

WOMEN AND POWER MODULE

EXERCISE: CLASS DISCUSSION QUESTIONS

1. Do men have most of the power in our society?
2. Are some women uncomfortable with power?
3. Are there some powerful positions a woman should not hold?
4. How have women traditionally gained power?
5. Are having and exhibiting personal power considered unfeminine?
6. How many of us have had fantasies in which we are rescued by a very powerful man?
7. How do women give up their power? Why do we do it?
8. How is manipulation different from power?
9. Does anyone in the class know a really powerful woman? How do you feel about her?
10. What are the rewards of power? What are the difficulties?
11. Would you want to be President of the United States or First Lady?
12. Try to recall a time in your life when you felt powerful. What was that experience like?
13. How is power reflected in personal relationships? What kinds of things occur when one person seems to have most of the power in a relationship?
14. How can women empower themselves?
15. What kinds of experiences lead to feelings of powerlessness? Are there differences between feeling helpless and actually being helpless?

STRESS MANAGEMENT MODULE

Most Discover participants will be women who are experiencing a great deal of stress, often handling it in negative ways. The facilitator can try to support the notion that it is not merely an event or situation that produces stress, but one's **attitude** toward it. For example, a participant may complain bitterly that her estranged husband's behavior is driving her crazy--he drinks too much, he is late with child support, he is irresponsible, etc. Chances are, she can do nothing to change those behaviors; the only thing she change is her own response. She can break a negative stress cycle by failing to respond to his behaviors in her usual manner.

Be warned--class members won't want to hear this. But, as always, the Discover philosophy supports changing one's own behavior rather than attempting to manipulate others into changing, which seldom works anyway.

Exercise and Relaxation

For this module, it is important to emphasize the role that exercise and relaxation play in helping to reduce stress. A simple exercise program should be included in the Discover course at least once, in the hope that participants will then begin to make exercise a regular part of their own stress management behaviors.

The Discover pilot program brought in an instructor to guide the class through a series of aerobic and rhythmic exercises performed to music. The routine included a warm-up, pace work, a cool-down, and a guided relaxation meditation. Class members were instructed to do what they could without straining. The relaxation exercise that completed the workout was a new experience for many women; class members lay flat on the floor, lights were dimmed, and soft harp music was played while the instructor guided the class through the progressive relaxation of each muscle group.

Some exercise studios are willing to send an instructor at no charge, as an advertising technique and a public relations gesture. The facilitator should emphasize that the workout be at a beginner's level; Jane Fonda-type workouts are for women who are already in good shape.

Exercise 1: How Can Stress Affect You?

Some participants may not be aware that stress can lead to psychosomatic illnesses and other problems. Involve the class in adding to the list of stress-induced ailments. Use a chalkboard or newsprint.

Exercise 2: Handling Stress

People are infinitely creative in thinking of new ways to handle stress. The methods listed are only a beginning. Again, use a chalkboard or newsprint to record suggestions from the class.

Exercise 3: Are These Stress Management Behaviors Part of Your Life

Urge participants to incorporate these constructive behaviors into their daily lives.

STRESS MANAGEMENT MODULE

EXERCISE 1: HOW CAN STRESS AFFECT YOU?

Feelings	Ailments	Experiences
Anger	Allergies	Bad dreams
Anxiety	Asthma	Becoming accident-prone
Boredom	Backaches	
Depression	Colds	Crying spells
Frustration	Headaches	Fatigue
Restlessness	Ulcers	Insomnia

STRESS MANAGEMENT MODULE

EXERCISE 2: WAYS OF HANDLING STRESS

Constructive Methods

1. Develop a sense of humor.
2. Ask others for help and support.
3. Get regular exercise.
4. View stress as a challenge.
5. Change your schedule; vary your routine.
6. Take time for relaxing activities such as meditation, crossword puzzles, reading, gardening, films, and hobbies.

What do you do to combat stress?_____

_____

_____

Destructive Methods

1. Drinking; smoking or eating to much; abusing drugs.
2. Physical violence toward people or property.
3. "Workaholic" behavior.
4. Promiscuity **or** extreme withdrawal from social contacts.
5. Attempting to control others through threats or intimidation.
6. Buying things you can't afford.

Are there destructive things you do in response to stress? _____

_____

_____

STRESS MANAGEMENT MODULE

EXERCISE 3: ARE THESE STRESS MANAGEMENT BEHAVIORS PART OF YOUR LIFE?

1. I limit my intake of caffeine, alcohol, and cigarettes.
2. An exercise program is a regular part of my life.
3. I avoid overeating, especially when I'm bored or depressed.
4. I have close friends I can confide in about personal matters.
5. I take quiet time for myself **every** day.
6. I try to speak openly about my feelings.
7. I manage my time effectively.
8. I know how to say no to people.
9. I make time for social activities, hobbies, and having fun.
10. I try to stay away from negative people.
11. I allow myself to make mistakes and learn from them.
12. I get strength from my beliefs (religious, humanist, spiritual).
13. I am able to laugh at myself and regain a sense of perspective.
14. I avoid overextending myself in terms of time and energy.
15. I don't allow myself to be baited into senseless arguments.
16. I don't expend energy trying to change other people.
17. I recognize that headaches, colds, insomnia, backaches, and fatigue may be signs of stress and I **do** something about it.
18. I allow myself to receive compliments and other positive "strokes" graciously, knowing that I deserve them.
19. And most of all, I remind myself that I have control over my life; I am not a helpless victim at the mercy of others.

ARE THERE OTHER POSITIVE BEHAVIORS YOU WOULD LIKE TO ADD?

ASSERTIVENESS MODULE

While assertiveness is an important part of the Discover course, there have been so many useful and comprehensive books written on the subject that only a brief introduction to assertive behavior is offered here. Based on the needs of the participants, the facilitator can expand on the module as needed.

Assertiveness is a skill that needs practice. Role plays can be useful in providing opportunities to rehearse behaviors that may at first seem awkward to women who are accustomed to a passive role. Involve the participants in suggesting situations that can be role-played.

At its simplest level, assertiveness is a method of standing up for one's rights without infringing on the rights of others.

Assertiveness involves . . .

- knowing what one needs and wants.
- stating these needs and desires clearly and honestly.
- taking the initiative in meeting one's own needs.
- not violating the rights of others.
- cooperation and compromise.

Assertive behavior . . .

- increases self-esteem and self-confidence.
- reduces anxiety, misunderstandings, and frustration.
- culminates in more of one's needs being met.

Unassertive or passive behavior involves . . .

- avoiding conflict by giving in to the wishes of others.
- not expressing one's thoughts, feelings, or desires.
- reacting to others instead of acting in self-directed ways.
- subordinating one's needs to the needs of others.
- fear of disapproval and rejection.
- needing to be liked and accepted at all costs.
- believing that others don't care what you think or how you feel.

Passive behavior . . .

- increases anger, frustration, resentment, and anxiety.
- reduces feelings of satisfaction and self-esteem.
- culminates in fewer of one's needs being met.

Aggressiveness involves . . .

- getting one's needs met at the expense of others.
- being insensitive or hostile to others' ideas, feelings, and needs.
- causing others to become resentful and angry.

Aggressive behavior . . .

- reduces cooperation and understanding.
- increases one's own guilt and embarrassment.
- culminates in becoming isolated or being on the receiving end of aggression.

Example: Your friend, Carol, has asked you to babysit Billy, her 2-year-old, while she shops for a dress to wear to her sister's wedding. You really don't want to, but you have no suitable excuse.

Passive response

"Oh gosh, Carol, I've got so much to do today--you know, laundry and taking Bobby to Little League. It would be hard to look after Billy. I don't know . . . (Carol looks pained.) But I guess I can manage if you really need me." (You feel pu upon and taken advantage of.)

Aggressive response

"Good grief, Carol, I can't even get my own stuff done and you want me to babysit. (Carol looks pained.) If Billy minded better, maybe I would do it." (You feel guilty for being so sharp.)

Assertive response

"I'm really sorry, Carol, but I can't babysit. (Carol looks pained.) I know you must be disappointed." (You have gotten what you honestly want without offending Carol.)

ASSERTIVENESS MODULE

EXERCISE 1: ASSERTIVENESS QUIZ

Circle the assertive response.

Situation: Your estranged husband wants you to attend a family barbecue in honor of his mother's birthday. You have never gotten along with his family, and since you are now separated from your husband, you think it is inappropriate for you to attend.

a. "I've never cared for your mother, and since we're getting a divorce, I think it's a dumb idea to go." (This is delivered in a nasty tone.)

b. "I would feel awkward if I attended the barbecue, but wish your mother 'Happy Birthday' for me." (Looking your husband in the eye.)

c. "Gee, I have things to do . . .(with a sidelong glance at your husband), but I suppose your mother would feel hurt if I didn't go."

Situation: A neighbor calls and asks you to collect for the heart fund. You really don't have time, and you feel awkward asking people for money.

a. "Oh, gosh, I'm terrible at things like that. I'm very shy, you know. I know you really need people . . . it must be hard for you to get people to collect money. Well, I'll do it, but I probably won't get very many donations."

b. "I have three children, a part-time job, and a house to run. Get somebody who has more time for that sort of thing."

c. "My schedule is so full right now that I won't be able to help you this year. I'm sorry."

Situation: The attorney handling your divorce is less than cooperative. He doesn't return your calls and fails to keep you informed about the progress of your divorce action.

a. "Mr. Baker, I'm feeling worried and frustrated as you haven't returned my calls. I know you're busy, but I would appreciate a professional response to my inquiries in the future."

b. "I'm really fed up with your behavior, Mr. Baker. I'm paying you for services and you ignore me. If you can't do better than this, I'll retain another attorney."

c. You say nothing to Mr. Baker, but you begin to have anxiety attacks.

ASSERTIVENESS MODULE

EXERCISE 2: CHARACTERISTICS OF ASSERTIVE BEHAVIOR

Assertiveness involves (check as many as apply):

____ I-messages ("I want," "I feel," etc.)

____ little white lies

____ a firm tone of voice

____ a spontaneous expression of feelings

____ manipulation

____ implied threats

____ erect posture; good eye contact

____ no put-downs

____ never saying no

____ unselfishly subordinating your needs to the needs of others

____ not feeling the need to make excuses

____ expecting that others will know what you want

____ taking responsibility for your own words and actions

____ silent resistance

____ hoping that others will recognize when you are hurt, anxious, worried, frustrated, or resentful

____ feeling guilty

____ going along with others until you explode with irritation

____ trying to compromise in a conflict

What are some other characteristics you may have noticed about assertive behavior?

_____

_____

RELATIONSHIPS MODULE

The Relationships Module is the most complex component of the personal growth phase of the program. It covers how relationship problems can affect one's work (or schooling), the difficulties of letting go of one's former partner, and the challenge of dealing with loneliness and building better future relationships. Since most women in the Discover program are in the process of a divorce or separation (or are contemplating a split), the Relationships Module can be painful to undertake. Since participants will be in different stages of transition, some parts of the module will be more meaningful to some women than others. For some, the thought of **any** future relationship is a frightening possibility, while for others, there is an eagerness to find someone else. Leave plenty of time for class discussion. Some class members may wish to share personal experiences. Make sure the atmosphere remains accepting and supportive.

Exercise 1: Free Association

The list of sentence stubs should be finished spontaneously by class members in turn. Since some of the responses will be unexpected, this exercise is a good icebreaker. Discourage participants from taking a great deal of time thinking of a "good" response; it is the spontaneity of what is said that is often revealing.

Exercise 2: Relationship Inventory

The point of this exercise is to illustrate that relationship problems must be dealt with **before** a woman can successfully be a part of the work world or a job-training program. A woman whose estranged husband appears at her workplace for the express purpose of causing a scene may not last long at her job. After participants have completed the inventory individually, allow plenty of time for discussion and brainstorming. Many women believe that employers and/or instructors will be patient and understanding about children's illnesses, car breakdowns, stress-induced migraines, etc. This is seldom the case, however, and women working or going to school need to devise alternatives and make plans before problems arise.

For Exercises 3 and 4:

Break the class into two groups, allowing participants to choose which exercise they would prefer: the one on letting go, or the one on loneliness. Some participants may already have let go of their former partner emotionally, and are now dealing with the loneliness of single life. For some women, letting go of a partner is so painful that they cannot deal with some of the items in the exercise. We suggest that you use participant volunteers to facilitate these two group exercises.

Exercise 3: Letting Go

If a relationship is over, letting go is an absolute necessity. Many people keep a relationship going on a negative level rather than severing it completely. Custody and child support battles that drag on for years are a good example of the refusal to really let go. Indifference to the former partner, rather than continuing bitterness, is a signal that emotional ties have been cut. Letting go is a difficult, time-consuming process that many people understandably resist. You may notice that class members do a great deal of rationalizing and denying of reality in the course of this exercise.

Too many "yes" responses to the exercise items indicate that the woman may need some counseling help with "unfinished business." These unrealistic hopes should be discussed with a counselor privately; the volunteer facilitator should not attempt to argue with a participant or show her how unrealistic her hopes really are.

Exercise 4: Loneliness

The volunteer facilitator should try to keep the focus of her group on thinking of **positive** ways of handling loneliness. What has worked for participants in the past? There can certainly be some initial sharing of unproductive (even destructive) ways of dealing with loneliness, but the emphasis should be on creative brainstorming. Remind participants that being alone is not the same as feeling lonely.

Exercise 5: Building Positive Relationships

The facilitator might want to hand out the list of questions the day before discussing the issue in class, since each question demands serious thought. This exercise (like all Discover exercises) asks each individual to look within herself for answers. The facilitator should avoid coming across as an "expert" with all the answers, since the goal of the program is to squarely place the responsibility for personal growth and for finding possible solutions on the individual woman. Most people experiencing relationship problems are looking for a way to make the other person change, but they resist changing themselves.

A word of warning: Be prepared for differing emotional reactions among participants. Some women are extremely bitter about male/female relationships, while others are still waiting for Prince Charming. Some participants may have been abused physically or emotionally. Some may be hoping to be rescued by a benign father figure. Anything is possible, and strong feelings are likely to surface during this discussion.

Finally, don't let the discussion degenerate into a "gripe session." Keep the emphasis on **positive** relationship-building and what that experience is like. Some women may never have had a really supportive relationship, and they need to know what to aim for.

RELATIONSHIPS MODULE

EXERCISE 1: FREE ASSOCIATION

The men I'm usually attracted to are . . .

All the good men are . . .

A man who needs me is . . .

I would never get involved with a man who . . .

A man who is jealous . . .

I would never leave a man if he . . .

Married men . . .

A man who wants me to quit work and stay home . . .

I feel uncomfortable when a man . . .

A man who showers me with gifts makes me feel . . .

I can't stand it when a man . . .

A man who tells me what to do is . . .

Men who hit their wives . . .

I am scared by men who . . .

A man who is indifferent to me is . . .

If a man has a drinking problem, I . . .

A man who says he can't live without me (and means it) makes me feel . . .

Really good-looking men are . . .

A man can really get to me if he . . .

My father treats women . . .

What I really want from a man deep down is . . .

In every healthy relationship, both partners have to . . .

I would leave my partner if he . . .

RELATIONSHIPS MODULE

EXERCISE 2: RELATIONSHIPS INVENTORY

Women who return to school or the work force frequently quit because of problems connected with their relationships. Ask yourself the following questions:

1. Do you ever miss work or class because arguments with your spouse or companion or children or parents upset you so much that you can't function?

2. Do you often miss work or class because of stress-related ailments? Is the stress related to your relationships?

3. Has your spouse/companion supported you in getting to work or class when you were feeling tired or depressed?

4. Does your spouse/companion share the housework and child care, or does he expect you to do everything?

5. Do your close relationships make you feel so insecure and inadequate that you doubt your success at school or in the work world?

6. Do your children "act out" and throw continuing tantrums when you drop them off at a day-care or other center?

7. Does your spouse/companion reassure you when you seem tired or overwhelmed? Does he remind you of former successes you've had, and offer extra help? Or does he reinforce your fears and insecurities?

8. Does your spouse/companion warmly congratulate you when you get a pay raise or an "A" on a term paper? Or is there perhaps some resentment about your successes?

9. Is your spouse/companion jealous of your classmates or co-workers, or is he happy that you're widening your circle of acquaintances?

10. Have you ever used relationship problems as an excuse not to enter the work world or the classroom, because you felt frightened or intimidated?

11. Do those close to you believe that their comfort and convenience are more important than your personal growth?

If some of your answers were a bit disturbing, what could you do to improve your relationships so that those close to you would be more understanding and supportive of your goals?

Can you think of some reasons why your family might feel threatened as you grow and change through work or school experiences?

RELATIONSHIPS MODULE

EXERCISE 3: LETTING GO

Accepting that an important relationship is over can be extremely difficult. Some couples never "let go." How many of these statements express your feelings?

1. I think of my former spouse (or companion) all the time. I often fantasize that we'll get back together.
2. When I think of my ex-husband being with someone else, I feel like crying.
3. I constantly wonder if our relationship would have been better if I had acted differently.
4. My most frequent topic of conversation is my ex-husband.
5. I believe that I can "date" my ex-husband, perhaps even continue our sexual relationships.
6. I find excuses to call my ex-husband even though our conversations are often painful. Then I replay these scenes in my head.
7. I still care if my ex-husband disapproves of me.
8. I could never love another man like I have loved my ex-husband. No other man appeals to me.
9. When my ex-husband says hurtful things to me, I feel obliged to listen and defend myself.
10. I don't want to completely sever the relationship with my ex-husband, because he really needs me, whether he admits it or not.

If you experience your own thoughts and feelings in these statements, then chances are you have not let go of your former spouse/companion.

Think of some reasons why it would be important to let go.

What are the payoffs for holding onto your former relationship?

Think of some ways you can shift your focus from your former relationship to your future as an individual. This may be painful at first.

Reflect on your strengths as a woman. Your identity does not depend on being half of a couple.

RELATIONSHIPS MODULE

EXERCISE 4: LONELINESS

Loneliness is not the same as being alone. Loneliness can make you feel empty, scared, disconnected, anxious--even sick. The worst part about experiencing loneliness is that it feels like it will last forever. Nothing brings on acute feelings of loneliness faster than a broken relationship.

Group Discussion Questions

1. Why is it that sometimes being alone is desirable and other times being alone is scary and terrible? What's different about you at such times?

2. Are you so frightened of being alone that you spend time with people who are boring or annoying--people you don't even like?

3. Do you feel that no experience is really satisfying if you experience it alone?

4. Do you find your own company interesting?

5. When you feel an attack of loneliness coming on, how do you handle it?

Here are some unproductive ways:

Drinking, eating, or smoking too much
Working yourself into exhaustion
Being promiscuous
Watching TV until the station goes off the air
Compulsively calling all your friends
Getting sick
Buying things you can't afford
Letting your kids stay up late so the house won't be too quiet

Here are some constructive ways:

Engaging in physical exercise you enjoy
Exploring a new hobby or interest
Expanding your circle of friends and acquaintances
Getting to know your children better
Planning a potluck dinner with your friends
Going to a movie or play alone (you might like it!)
Structuring your time so that there are no long empty stretches
Going out to dinner with someone you'd like to know better
Pampering yourself

What are some other healthy ways of handling loneliness?

RELATIONSHIPS MODULE

EXERCISE 5: BUILDING POSITIVE RELATIONSHIPS

Ask yourself these questions when you have some quiet, private time.

1. What are some qualities you feel are essential to a healthy relationship?

2. Is there interaction in your relationship (present or former) that is similar to the interaction between your parents? Are these patterns of interaction positive or negative? What would you like to change?

3. How can you change your own behavior so that your intimate relationships can be improved?

4. Has experience taught you to recognize signs of trouble in a relationship? If you see danger signs, how do you usually react?

5. How does fluctuating self-esteem affect a close relationship?

6. Are you attracted to men who seem to be bad for you? What are the qualities in these men that you find appealing?

7. Do you ever feel uncomfortable or suspicious if a man treats you very well?

8. Are you able to communicate your needs and desires openly and honestly to your partner? If not, what holds you back?

9. If you have felt victimized in present or previous relationships, can you think of behaviors that would discourage such victimization in the future?

10. What are your feelings about equality in a relationship? How do you feel about the blurring of sex roles (men sharing the housework and child care, women working in nontraditional jobs, etc.)?

11. What were your childhood expectations of love and marriage? What are your expectations now?

12. In your opinion, what is the best way to handle differing attitudes about money? about sex? about disciplining children?

13. Do you get the support and understanding you need in your present (or former) relationship? If not, what do you think you would like to do about it?

PHASE II: CAREER EXPLORATION

This section of the Discover program is designed to give each participant a clear idea of which career is right for her, how much training will be required, and how she can finance her education.

Many Discover participants have never worked and may, therefore, have a limited understanding of what the work world is like and what kinds of jobs are available. They may be unnecessarily limiting their options and goals through ignorance of what today's women are accomplishing in the work force. On the one hand, many women who define themselves as "just a housewife" have numerous marketable skills of which they are totally unaware. On the other hand, some women have naive expectations. A few participates in the Discover pilot program wanted high-paying, high-status professional careers, but were unaware of the degrees and years of training required for such careers. The goal of this phase of the program is to give each woman a clear, **realistic** picture of her career options.

Note: One important point the facilitator should mention is the issue of rehabilitative alimony--that is, alimony payments for a specified time to give the wife a chance to get occupational training. If a woman is to receive this sort of settlement, or wants to, this fact will almost certainly affect her decision about education. For example, a woman who will receive rehabilitative alimony for only two years may not wish to choose a career that requires an advanced degree.

CAMPUS TOURS

Community colleges and vocational-technical schools are usually happy to arrange a tour of their facilities. Contact the guidance department of schools in your community to set a date and time (preferably a morning). Allow 2 1/2 to 3 hours for each tour. If there are several training schools you want to visit, schedule them for separate days. Tours can include the admissions office, the guidance department, the job placement office, and any special services for single mothers or re-entry women. If the group is set to check out some classes, be sure to include some nontraditional occupational training classes; otherwise, you will probably be limited to touring areas like health education and office occupations--the traditional domains of the female. It's a good idea to terminate campus tours in the student cafeteria at lunchtime. Discover participants can process their campus experience while they eat. They will also be able to see that students of all ages attend school, not just teenagers fresh out of high school.

FINANICIAL AID FOR EDUCATION

Financial aid packages vary from school to school, so be sure that each campus tour includes a presentation from the financial aid office regarding the scholarships, student loans, grants, and work-study programs available at that particular institution. Encourage the class members to ask questions about anything they don't understand.

VOCATIONAL TESTING

Testing for occupational aptitudes and interests is a vital part of the Discover program, since most of the participants have very hazy career plans. Vocational-technical schools and community colleges usually offer a vocational-testing package to any prospective students through the guidance department. While there may be a charge for testing, it is possible that fees can be waived for Discover classes, since the group represents prospective students who will be continually encouraged to pursue their education. The JTPA will often pay for testing, if a woman qualifies for their services.

Discover students should be given both an **aptitude** test (such as the GATB) and a **preference** test (such as the Kuder Preference Record). The tests given need not be the ones mentioned here, so long as both interests and skills are tested. Guidance counselors will be able to interpret test results for each Discover participant.

Some high schools and colleges have available a computerized career exploration system such as Choices or SIGI+. These computers can assist in identifying skills, interests, work values, opportunities, educational requirements, and salaries for specific careers. To experience the full range of what such a system has to offer, a woman must be willing to devote about three hours of her time, preferably with the guidance of someone trained in that particular software.

CAREER COUNSELING

The Discover pilot program provided three different kinds of career counseling to see what was most effective for participants.

1. A professional career counselor was hired to give a three-hour group presentation. Her program was polished, didactic, and, of necessity, fairly general.

2. Each Discover participant had an individual counseling session with the guidance counselor at the vocational school where she was tested. Her test results were interpreted by the counselor, who then made practical suggestions regarding occupations and the training required.

3. Each participant spent several hours with SIGI+, a highly sophisticated computerized career exploration system. Participants were guided through the program by a trained volunteer.

When asked which experience they found most helpful, the majority of Discover participants cited the individual sessions with the school guidance counselor. These sessions cost the program nothing and would, therefore, be most practical for other Discover programs to duplicate.

GOAL SETTING MODULE

Setting career and educational goals may be a new experience for Discover participants, many of whom have spent the last several years making a home and having babies. This module is meant to set the goal-setting process in motion and should be placed at the beginning of the Discover class schedule.

Exercise 1: Free Association

Class members can take turns spontaneously completing the sentence stubs. Free association exercises are always fun because participants are so often surprised by their own responses. Allow ample discussion time for any issues that arise from this exercise.

Exercise 2: Discussion Statements

These quotations can facilitate a lively discussion of goal setting, since class members invariably identify with some of the sentiments expressed. Encourage open discussion of the excuses and rationalizations participants may have used to dismiss their goals. Reasons given for not pursuing goals, no matter how practical they sound, often cover secret fears of failure--or even fears of success.

Remember: The women who need Discover the most have probably been conditioned to put their husband's goals first. Giving top priority to their own needs and desires may be an uncomfortable experience at first. Also, women who have no clear-cut identity beyond wife and mother may have trouble setting goals. The facilitator should keep the class atmosphere light and supportive, so that no one goes home feeling depressed or overwhelmed.

Exercise 3: Exploration of Work Values

Whereas vocational tests can identify career preferences and aptitudes, this exercise identifies work values. When setting career goals, all three factors must be taken into consideration. This exercise should be done individually, but the class may then want to discuss the items as a group.

GOAL-SETTING MODULE

EXERCISE 1: FREE ASSOCIATION

These sentence stubs should be completed spontaneously with whatever pops into your head. Don't censor your responses.

Setting goals is . . .

Reaching my goals depends on . . .

If I had money I could . . .

I am scared of . . .

Going back to school is . . .

Setting a goal, but never reaching it, would be . . .

I would like to be famous for . . .

When I was a child, I wanted to be . . .

What is standing in the way of my ideal career is . . .

Not having goals is . . .

My secret ambition is . . .

One excuse I've used for not reaching my goals is . . .

I don't think I should have to . . .

Going to work is . . .

One thing I want to accomplish is . . .

I'm afraid people will think this is silly, but I really . . .

I am very good at . . .

It is hard for women to get ahead because . . .

When I was little, my parents thought my goals were . . .

My immediate goal is . . .

In five years I want to be . . .

GOAL-SETTING MODULE

EXERCISE 2: DISCUSSION STATEMENTS

What keeps you from setting and reaching your long-term goals? Do any of the quotations below sound familiar?

"I don't have the time or the energy to think about what I'm going to do with my life. It's all I can do to put food on the table and get the laundry done and keep the kids out of trouble. A little peace and quiet--that's my goal."

"It's hard for me to set personal goals. Everything depends on what my husband decides to do. His career is so important. And, of course, the kids need me so much. Maybe in a few years I'll have time for myself."

"Goals? You must be kidding. My goal was to be a good wife and mother; that's all I ever wanted. Then my husband left me and broke up the family. All I do now is work. My goal is to get through the day."

"I never really set any goals for myself, because I don't know what I want to do. I'm not really very good at anything. I don't have the abilities some women have. And I'm very shy. It scares me to think of even getting a job; I don't see how I could have a career."

"I studied dance for years--that was my professional career goal. But then I got married, and the kids came along so fast that I put my career on hold. I still think about it sometimes, but I'm so out of shape now. I guess it's too late for me."

"I got married just before I finished my nurse's training, but I've never really worked at it. My husband is an alcoholic, and he's always causing some crisis that keeps me from doing what I want. I feel like I'm still a nurse--with one patient who never gets any better."

"I don't want to plan my life; I just want to enjoy each day as it comes. I like to watch the sunset . . . smell the roses . . . meet fascinating people. I guess I should think about where I'm going with my life, but I'm just too busy living!"

"I have a pretty good head for business, but what's the sense of a woman trying to get ahead? This is a sexist society, and there's too much prejudice against women. When this is no longer a man's world, then I'll have a career."

WHAT DO YOU SAY?

"

"

GOAL-SETTING MODULE

EXERCISE 3: EXPLORATION OF WORK VALUES

What is important to you in your job? Check as many as apply to you.

1. Earning a lot of money is important to me. ____
2. I enjoy work that allows me to help people. ____
3. I want a job that is fun. ____
4. Benefits (insurance, paid holidays, sick days, retirement funds, etc.) are important to me. ____
5. I want my work to be challenging. ____
6. My evenings and weekends are important to me, so I don't want a job that requires a great deal of overtime. ____
7. I would get bored doing the same thing over and over, so I want work with variety--some excitement! ____
8. I enjoy making decisions and supervising others. ____
9. I don't want work that is emotionally draining. I want to be able to forget my job at five o'clock. ____
10. I like to work with people; sociability is important to me. ____
11. I want a job where I can move ahead in the company and gain recognition and status. ____
12. I like to follow set procedures. I am comfortable with work that is ordered and predictable--no surprises. ____
13. I want work that is creative and artistic. ____
14. Pleasant working conditions are important to me. ____
15. I want work that does not require years of training. ____
16. I really enjoy working with the public. ____
17. Respect and admiration for me and my work are vital to me. ____
18. A feeling of personal satisfaction and accomplishment is what I need most from my work. ____

GROOMING AND CAREER DRESSING MODULE

Even though this is a "fun" module, the facilitator should strive to link grooming and dress with self-esteem and self-image. In the Discover pilot program, one of the most significant illustrations of inner change was the difference in how participants looked at the end of the course as compared with their initial appearance. Women who entered Discover looking ill-kempt and wearing old shorts and teeshirts began to use makeup, style their hair, and wear dressier clothing. Others experimented with bright colors, and a younger, more "with it" look. The point is that class members began to feel differently about themselves, and it showed. Unfortunately, feeling bad about oneself also shows and may negatively influence potential employers.

However, just talking about good grooming and career dressing isn't enough. The facilitator should try to arrange an enjoyable hands-on experience for the class by arranging one or more of the following activities:

Makeup boutiques and skin-care clinics are usually willing to send a makeup artist to do a makeover demonstration using one of the Discover students. This consultant can also answer questions from the class. Make sure ahead of time that the makeup consultant will not be pushing a particular line of products or trying to make a sale.

Color consultant services may send a representative with hundreds of color swatches so that class members can learn what colors are right for them. The representative may ask for a volunteer to be professionally "draped" in various colors until her season is identified. This sort of color draping is based on the premise that everyone is a Winter, Summer, Spring, or Fall, and that each season has its own array of shades.

Department stores and clothing shops may offer "career clinics" to demonstrate how a work wardrobe can be built from a few basic outfits.

A consignment shop that deals in up-to-date, preowned clothes may be willing to loan a few outfits to illustrate that a great deal of money need not be spent to create a work wardrobe.

Just make sure that such workshops are free and that class members are not expected to make purchases. Naturally, the retail store that sends a representative is hoping to generate business, but the actual class time should not be used for making sales.

PHASE III: PROBLEM SOLVING

This section involves finding practical solutions to everyday problems Discover participants are actually facing. Women entering the program will ask certain predictable questions--for example:

"Where do I get food stamps?"

"Can Legal Aid get me a free divorce?"

"I can't afford medical care for my kids. Is there an agency that can help?"

"Is there low-income housing in this community?"

"Day-care is so expensive. Are there child-care centers for women without much money?"

"My husband is beating me. Is there someplace I can go?"

The facilitator can save a great deal of time by gathering together information on community resources and handing it out the first day of class. One way of setting up resource information is illustrated on the sample shown in Appendix C. Since each community handles social services differently, the facilitator will have to do a little research. Additions to the list can be made each time a new problem arises and a new resource is identified. When setting up the information, be sure to list any fees an agency charges, eligibility requirements, phone numbers, the address, and any possible difficulties.

TIME MANAGEMENT MODULE

Effective time management is a process of finding out how one's time is actually spent, choosing priorities, and becoming aware of personal time-wasters. Time management also involves creating a workable structure for one's life.

The facilitator should be aware of the fact that individuals experiencing personal difficulties (as are most Discover participants) have problems with time. Each day seems like an eternity, yet nothing gets done. Participants have trouble concentrating on tasks, can't seem to stick to a schedule, find it difficult to set priorities, and spend a lot of time procrastinating and feeling depressed.

Therefore, it's important for class members to actually try out the techniques mentioned here in an effort to structure their days. Structure is vital because empty time may be filled with brooding, unrealistic fantasies, or obsessive thoughts. Encourage class members to reward themselves every day with time spent pleasing themselves--a long bubble bath, a walk on the beach, a movie with a friend.

Exercise 1: Personal Energy Diary

Make copies of the Personal Energy Diary for distribution to participants, instructing them to make regular entries for three days according to the directions given. Class members may find that not only are there certain times of the day when they feel fatigued or energized, but emotional experiences can lead to fatigue or energy. For example, if Ruth spends an hour waxing the kitchen floor and then her husband makes a critical, sarcastic remark, Ruth will suddenly feel very, very tired. Conversely, a feeling of accomplishment can lead to a sudden burst of creative energy.

At the end of the three days, allow class time to discuss the results shown by the diaries. What energy patterns have emerged? How is time actually being spent? Which experiences lead to fatigue, and what can be done about it? In brief, what have class members learned about themselves?

Exercise 2: Priority-Planning Board

The Discover pilot program had priority boards printed on stiff paper in various colors, with the numbered spaces on the front and the list of recommended uses on the back. However, if resources are limited, you can simply photocopy the sheets in this manual and staple them together, back to back.

The Priority-Planning Board is an important management tool with a variety of purposes. As the directions indicate, it is constructed for use with small colored pads of paper with one sticky edge. Chores for the day can be written on the sheets of paper, arranged on the board in order of importance, and then removed as completed. The board thus gives the user a chance to rank choices in a visible, easily modified way. In other words, the board is really a decision-making tool.

Exercise 3: Time Management Checklist

Involve the class in discussing and adding to the items on this checklist. Encourage those participants who effectively manage their time to share their techniques with the class. Conversely, those who never seem to get their work done might be willing to evaluate that experience with the class; chances are, they are involved in such time-wasters as arguments, frequent phone calls, or compulsive TV-watching. Effective time management is tied in with healthy self-esteem, self-responsibility, and good decision-making skills.

TIME MANAGEMENT MODULE

EXERCISE 1: PERSONAL ENERGY DIARY

1. Column 1: Record what you did, giving some measure of the size of the task.
2. Column 2: Record the clock time.
3. UNDERLINE the times when you experienced the most fatigue.
4. Circle the times when you experienced the most energy.
5. Column 3: Give a possible reason why you were fatigued or energized.
6. Determine your energy patterns.
7. Use the information to increase your productivity.

1 What Happened?	2 Time	3 Why Fatigued or Why Energized?

TIME MANAGEMENT MODULE

EXERCISE 2: PRIORITY PLANNING BOARD

Recommended Uses for the Priority Planning Board

Ranking choices with the Priority Planning Board can be done for any type of decision. The board can also be used with children, if the number and kinds of choices are appropriate for their ages.

Tasks, duties, or chore
Determining alternatives, options, or choices
Deciding what is important
Time management
Projecting for future directions
Setting goals
Financial planning
Comparison shopping
Wardrobe planning
Menu planning
Settling disagreements
Conflict negotiations
Agenda for meetings and conferences
Job schedules
Outlining speeches, term papers, and reports
Program planning
Planning organizational charts

Other_____

Other_____

Other_____

Directions: Write each item to be ranked on one piece of paper the same size as the squares. Place each item on a numbered square according to how important it is to you. You cannot put two items on one square. Post-it note pads are ideal because they stick to the board but can be moved around when you are changing your ranking order.

TIME MANAGEMENT MODULE

EXERCISE 2: PRIORITY PLANNING BOARD

1	5
2	6
3	7
4	8

TIME MANAGEMENT MODULE

EXERCISE 3: TIME MANAGEMENT CHECKLIST

TIME-WASTERS

1. Procrastination
2. Personal disorganization
3. Values not clarified, goals not clear, lack of priorities
4. Too much pride to ask for help
5. Too much involvement in routine details
6. Drained of energy
7. Unorganized space; inappropriate equipment
8. Worry and/or guilt
9. Standard too high (being a perfectionist)
10. Poor communication skills

TIME MANAGEMENT TIPS

1. Schedule your time
2. Group like tasks together
3. Divide big jobs into workable steps
4. Concentrate on one thing at a time; finish one job before starting another
5. Dovetail activities (fit tasks together to eliminate dead time)
6. Use your waiting time
7. Take a break . . . it's the pause that refreshes
8. Learn to say no when you don't have time
9. Pick your high-energy time for your most difficult tasks
10. Develop skills--especially in routine tasks--so you can do the same thing in less time and more effectively.
11. Schedule regular organizational sessions with your family
12. Establish an organized work center with appropriate tools and supplies
13. Devote fifteen minutes a day to jobs that seem overwhelming
14. Schedule something every day that **you** want to do. Plan time for yourself.
15. Take time to evaluate
16. Eliminate the reason for procrastination **or** accept, adjust, and compensate for the reason **or** find another alternative.

REASONS FOR PROCRASTINATION

1. Difficult or unpleasant task; prefer to do something else
2. No strategy for accomplishment
3. Self-doubt
4. Fear of failure, **or** fear of success; fear of being vulnerable
5. Feelings of emotional or physical inability
6. Lack of motivation
7. Affected by medication or drug and/or alcohol abuse

MONEY MANAGEMENT MODULE

The content of this module will depend very much on the financial status of participants. Many of the women in the Discover pilot program were barely existing on welfare and had almost no money to manage. Those participants who were involved in a divorce action did not know what their financial status would be when the divorce was final. Some women had money available to them, but didn't know how to balance a checkbook or file an income-tax return. It is thus important to find out in the first few days of class what kinds of money management information participants want and need, and then to plan accordingly. Keep it simple so that no one is intimidated.

More important than the didactic presentation, however, is a class discussion about attitudes toward money. Money is often symbolic of power or emotional comfort and security. The facilitator can ask the following leading questions to stimulate a lively discussion.

1. Do you ever spend money to make yourself feel better emotionally?

2. Do you think that money is sometimes used as a weapon in a divorce?

3. Do you think that differing attitudes about money can cause serious relationship difficulties?

4. Do you ever make judgments about people based on the amount of money they seem to have?

5. Some people believe that whoever controls the money in a marriage also controls the marriage. What do you think?

6. Divorce often means that the woman is forced to lower her standard of living. If this is true for you, will your self-esteem be affected?

7. When you think of your future financial security, do you picture yourself . .

   - having a career and making a lot of money?
   - finding a rich husband?
   - getting a substantial divorce settlement?
   - as never having financial security?

8. What is sometimes the result of financial dependence?

COPING WITH KIDS MODULE

Most Discover participants are single mothers; others who are facing divorce soon will be. The challenge of single parenting strikes a note of fear in the most valiant of women. In essence, single parenting means assuming 24-hour responsibility for one's children, except for the brief periods of visitation with the father. At a time when a mother is least prepared to handle additional responsibility, she is faced with kids who are scared, resentful, demanding, insecure, and confused. There may be some role reversal, with the mother behaving in a childish manner and the child assuming a protective adult role. This module explores the pressures and ambivalent feelings of single parenthood.

Exercise 1: Children and Divorce Questionnaire

This exercise usually reveals a significant difference between what class members think they **should** do in the described situations and what they actually do. Encourage the class to come up with additional alternatives for each situation. This is a good opportunity for mothers to vent some of their anxieties about their children. If the facilitator gets strong feelings that a particular woman fears she will abuse her children, or already has abused them, a counseling appointment should be set up in a nonthreatening manner.

Exercise 2: Class Discussion Statements about Children and Divorce

Statements 1, 2, 3, 6, 8, 11, and 12 are usually regarded as true, although all of these items are open to individual interpretation. These are **discussion** questions, and no attempt should be made to convince any woman that her ideas are wrong. However, if a woman reveals that her children are "acting out" in very destructive ways (stealing, committing violent acts, setting fires, etc.), family counseling might be in order. If the estranged husband refuses to participate, at least Mother and children will benefit.

Presentation on Protecting Children from Sexual Abuse (Optional)

Many mothers are concerned about protecting their children from sexual abuse. The Discover pilot program brought in a speaker from a local organization called the Child Protection Team, which handled serious cases of child abuse, including incest. The speaker presented various ways of approaching children of different ages about being molested. The program incorporated such concepts as "good touch/bad touch," the difference between a secret and a surprise (incest victims are usually told to keep the abuse a secret), and the importance of saying no and always telling a trusted adult what happened. While not all communities will have such an agency, there are other places to look for speakers--for example, crime prevention units of law enforcement agencies, rape crisis centers, and the local agency dealing with child abuse investigations.

COPING WITH KIDS MODULE

EXERCISE 1: CHILDREN AND DIVORCE QUESTIONNAIRE

Circle the response that is closest to what you would actually do in the situations described below. Is this response different from what you think is the most appropriate response?

1. Because of divorce or separation, you have to work full-time and you have much less time to spend with your children.

   a. You allow the kids to stay up late and you buy them e· treats because you feel guilty about splitting up the family and going to work.
   b. You make bitter, resentful remarks about being forced to go to work when you really want to stay home with your children.
   c. You make a sincere effort to make the time spent with your children **quality** time.

2. You feel rejected and abandoned by your husband and you are furious with him.

   a. You complain loudly and often that your husband has not only ruined your life, but the lives of your children as well.
   b. You avoid making disparaging remarks about the children's father, no matter how angry you are.
   c. If the child support payment is late, you punish you ex-husband by denying him his visitation rights.

3. You feel overwhelmed by having to deal with the children **and** run the household **and** go to school or work (or both). You never have a moment for yourself--never!

   a. You enlist your children's help with household chores, as you realize this is a good opportunity to teach them a healthy sense of responsibility.
   b. You say nothing to the children or anyone else about the pressure you feel. Sometimes you are up past midnight trying to get all the chores done (but you never finish).
   c. You just can't help making nasty remarks about your ex-husband. You feel angry about your situation **even if you initiated the split.** So you decide to let the house go and let the laundry pile up.

4. You feel depressed, exhausted, helpless, frustrated, angry, and ill.

   a. You begin to stay in bed a lot with headaches and stomach problems. You encourage the children to wait on you. You ask their advice.
   b. You scream at your children; sometimes you even slap them. They get on your nerves and you find yourself constantly irritated.
   c. You consult a counselor about your problems. You vent your feelings to her so that your anger doesn't build up. At home, **you** remain in charge.

5. Money is in short supply, and you are at your wit's end. You can't afford to buy things your children need.

   a. You suffer in silence and do without things you need so that your kids have whatever they are used to having. You cry in private.
   b. You talk to a friend or a counselor about setting priorities and budgeting. You frankly explain to the children that there is less money available than before, and you ask for their help in reducing bills.
   c. You make sarcastic remarks in front of the kids about your ex-husband and how he certainly isn't suffering (although he may be).

6. When your kids arrive home from spending the weekend with Dad, they are tired, cranky, and demanding. Dad has apparently filled them with junk food, bought them toys they don't need (instead of shoes), and let them get away with murder.

   a. You take out your frustration on the kids, since they are right there and Daddy is not. After screaming at the kids and putting them to bed early, you call their father and let him know just what you think of him. Then you have a good cry.
   b. You feel frustrated and helpless. You're afraid that your kids will prefer Dad to you, as he obviously spoils them. You offer to take the kids on an outing you can't afford because you fear losing their affection. Then you have a good cry.
   c. You give the kids some stomach medicine and put them quietly to bed. When your anger has cooled, you have a talk with your ex-husband to let him know how you feel. You can certainly make reasonable demands regarding his visits with the kids, although you realize that you have no control over his actions. You cannot force him to be a responsible parent. You congratulate yourself on your mature behavior and decide to take a long bubble bath.

You may have alternative ways of dealing with similar problems. What has worked for your family?

_____

_____

_____

COPING WITH CHILDREN MODULE

EXERCISE 2: CLASS DISCUSSION STATEMENTS ABOUT CHILDREN AND DIVORCE

1. Children of divorce are ultimately much better adjusted, more self-sufficient, and less involved in juvenile delinquency than children who live with both parents in the midst of conflict.

2. How your children react to a divorce or separation largely depends on how **you** react, because kids absorb and respond to the attitudes of those important to them.

3. Children are so traumatized by a family breakup that it's a good idea to buy them extra presents and indulge them a little to make them feel better.

4. Most children want the family to remain together no matter how bad the marriage is.

5. It is the **quality** of the time spent with your children that counts--not the quantity.

6. Custodial parents should refrain from saying terrible things about the other parent.

7. Children often express their insecurities psychosomatically. After the parents' divorce or separation, children may catch more colds, or have more stomach aches or allergy attacks. They may even become accident-prone.

8. Children of divorce often believe that their parents will get back together--they may even try to bring this about.

9. Children often blame themselves for the breakup of the family.

10. It is natural for children to misbehave when the family breaks up. They are angry and hurt, and they need to vent these feelings. We should ignore insolence, rule-breaking, and/or destructive acts from kids. This is a time to relax discipline and allow children s some freedom.

11. Children never really recover from the pain of divorce.

12. It is important for you to know how Father is behaving--if he is dating, how he is spending his money, what he is saying about you. There is nothing wrong with questioning your children about their father when they arrive home after a visit.

SUPPLEMENTARY: HANDLING PROBLEMS MODULE

This module involves the entire class in finding possible solutions for problems Discover participants are confronting. Brainstorming and role playing are lively, enjoyable ways of coming up with alternative ways of responding to situations. The hypothetical situations described in the exercise are only a beginning. Encourage class members to act out real problems, incorporating their new assertiveness skills.

For example, a participant who is having trouble with her former husband could play herself, while the facilitator or another participant could take the role of her husband. Reversing the roles can be fun, too. Such role plays usually engender laughter and a sense of recognition. At least one woman will probably say, "That's just how my husband acts!"

This is an open, free-wheeling session that should be placed toward the end of the Discover schedule, when participants know each other well and feel comfortable with each other. Some women are terrified at the very idea of acting out a situation, and they should not be forced. There are usually enough "hams" in every class to make the exercise workable.

Brainstorming simply means coming up with ideas; group members stimulate one another to create possible solutions to problems. Use real problems that class members are experiencing. These problems usually revolve around child care, transportation, money for school, and people's reactions to the new behaviors Discover participants are trying--not everyone is pleased when a woman begins to act independently and assertively.

EXERCISE: HOW WOULD YOU HANDLE IT?

The following exercise sets up several hypothetical situations you may actually experience. Choose the response you would actually act out. Is it the most useful and appropriate response? These situations may also be used as role plays.

1. You have decided to go back to school for job training, but your husband isn't happy about it. He thinks that the job-training program is too expensive and that you're really needed at home because the kids are so small. You know there is some validity to what he says, but you really want to go to school. You decide to:

   a. Argue with your husband and show him he's wrong.
   b. Admit he has a point, but state that the final decision is yours.
   c. Put off going to school until the time is right.

2. You have been working in a dead-end job you hate for five years. You know you can't have the career you want without going back to school, yet your income is needed for the family. Your husband says the decision is up to you. You decide to:

   a. Put the idea on hold and continue with your present job although you feel very depressed.
   b. Give up the idea and complain bitterly that women are mistreated in our society.
   c. Go back to school and cut household expenses drastically because you feel the sacrifice is worth it.

3. Your child became ill at the day-care center. You were in class and could not be reached. Your husband was called at work and asked to pick up the sick child. Now, he is furious with you. You respond by:

   a. Crying, feeling guilty, and apologizing. You assure him that it will never happen again. Inwardly, you feel frustrated and pressured. You know that child care is your responsibility and you have failed to be a good mother.
   b. Pointing out calmly that your schooling is just as important as his work and that child care will have to be shared. You refuse to feel guilty.
   c. Yelling at him angrily that it's about time he saw firsthand what it's like for you. After all, it's his kid too!

4. Your husband is feeling romantic, but you are exhausted from a long day of housework, child care, cooking, and school. You tactfully refuse. Your husband pouts and sulks and says you care about everyone but him. You:

a. Say nothing, but inwardly seethe at his unfair accusation.
b. Scream that you are sick and tired of his sexual needs.
c. Decide to give in, but hate yourself for it.
d. Say you are sorry he feels rejected and then go to sleep.

5. You and your husband (or boyfriend) have separated, and you have temporarily moved back with your parents. Now they are treating you like a child and insisting that you follow their rules as long as you are living in their home. You:

a. Protest angrily that you are a mature woman who makes her own decisions.
b. Accept their decision and quietly make other living arrangements.
c. Manipulate your parents into supporting you and letting you do whatever you like.

6. Your love relationship has ended and you feel lonely, empty, and very depressed. It feels to you that you will be alone and unhappy forever. You:

a. Begin a relationship with the first man who shows interest in you--anything is preferable to being alone.
b. Get some counseling, spend time with your women friends, take a class, investigate new interests, and/or begin a new hobby.
c. Tell yourself that men are generally worthless and that you never intend to let yourself care for a man again.
d. Spend a lot of time thinking about your former loved one and what you could have done differently.

7. Your husband moves out and is considering divorce. In the meantime he makes no effort to provide financial support for you and the children, and he drops in to visit the kids whenever he wishes. You:

a. Tearfully point out that you have bills to pay.
b. Say nothing because you are hoping for a reconciliation.
c. Start a fight every time you see him.
d. Tell your husband that you intend to have your attorney set up a hearing to determine temporary custody and support--then do it.

8. You have been working part-time to help with family expenses. The company offers you a full-time job with opportunities for advancement. You will be earning almost as much money as your husband. You feel pleased and excited; your husband seems less than thrilled. You:

a. Feel your husband is jealous of your success.
b. Feel upset and apologetic, as if you have done something wrong.
c. Realize he feels a bit threatened and give him time to adjust.

SEXUALITY MODULE (OPTIONAL)

This module consists of two parts. The first deals with practical information on birth control and sexually transmitted diseases (STDs). Don't make the mistake of assuming that adult women don't need this kind of information. The level of ignorance about sexual

information is staggering. In the Discover pilot program, women confessed to a surprising number of unplanned pregnancies and unrecognized, untreated STDs. Many women are too embarrassed and too emotionally needy to insist on protecting themselves from pregnancy and disease. Women need not only information, but the self-confidence to put that information into practice.

If there is no Planned Parenthood affiliate in the community to provide a trainer/speaker, try the Health Department; if no trainer/speaker can be provided, the facilitator can research the latest information on birth control and STDs and lead the discussion herself.

The second part of the module deals with sexual values and decision making. Women who are leaving a marriage or a long-term relationship will be faced with many decisions about dating and sexuality. Unfortunately, many modern women have no clear idea of their present sexuality values. The facilitator can stimulate discussion by asking the following questions:

1. Have your sexual values changed over the years? Do you know how you really feel about sex at this point in your life?

2. Do you feel secure enough to say no to sex if you're not ready?

3. Do you feel comfortable ab discussing birth control and STDs with a would-be lover?

4. When do you give yourself permission to have sex?

   a. only with your husband?
   b. when you're in love?
   c. when you need reassurance?
   d. whenever you're attracted to someone?
   e. only when you're unbelievably frustrated?
   f. never?

5. If you have children, will you let a man spend the night in your home? If so, have you decided what you'll say to the kids?

6. If you have serious problems or conflicts with sexuality, do you feel comfortable about talking to a counselor?

GRADUATION DAY

For Discover participants, a feeling of satisfactory closure is important. The last session should acknowledge the ambivalence the group may feel:

- The eagerness to move on to the next step (whatever that might be) and the reluctance to say good-bye

- The anticipation of change and new experience, and the need to feel the group will stay in touch
- The thrill of new challenges and the fear of familiarity slipping away

Be sure to allow at least an hour on the last day of class to process what the Discover experience has been like for all the participants. How have they changed? What did they get out of the class that they can take with them? What's next?

Here are some suggestions to make the last day special:

1. Plan a potluck graduation luncheon. Perhaps the sponsoring institution can provide attractive paper plates and matching napkins, a centerpiece, or some flowers.

2. Distribute graduation certificates with each woman's name written in calligraphy.

3. Set a date and time for the first follow-up support group meeting so that participants will have a sense of continuity.

4. If outside counselors, instructors, or facilitators have been brought into the program, invite them to the luncheon as well.

5. Suggest that class members bring cameras if they wish, so that group photographs can be taken.

Upon parting, encourage class members to keep in touch!

APPENDIXES

SAMPLE FOUR-WEEK SCHEDULE

APPENDIX A

D I S C O V E R

TUESDAY	WEDNESDAY	THURSDAY
JULY 1	**JULY 2**	**JULY 3**
9:30-12:00 ORIENTATION 12:00-1:00 LUNCH 1:00-4:00 GETTING TO KNOW EACH OTHER	9:30-12:00 GOAL SETTING 12:00-1:00 LUNCH 1:00-4:00 ASSERTIVENESS	9:30-12:00 COMMUNITY RESOURCES 12:00-1:00 LUNCH 1:00-2:15 STRESS MANAGEMENT 2:30-4:00 EXERCISE AND RELAXATION
JULY 8	**JULY 9**	**JULY 10**
9:30-12:00 BECOMING INDEPENDENT 12:00-1:00 LUNCH 1:00-2:30 SELF-ESTEEM 2:45-4.00 WOMEN AND POWER	9:30-11:00 SEX-ROLE STEREOTYPES 11:15-12:00 RESCUE FANTASIES 12:00-1:00 LUNCH 1:00-4:00 ASSERTIVENESS	9:30-11:00 LEGAL INFORMATION 11:00-12:30 MONEY MANAGEMENT 12:30-1:30 LUNCH 1:30-4:00 SELF-ESTEM
JULY 15	**JULY 16**	**JULY 17**
9:30-12:00 CAREER COUNSELING 12:00-1:00 LUNCH 1:00-4:00 COPING WITH CHILDREN	9:30-12:00 TOUR OF VO-TECH CAMPUS 12:00-1:00 LUNCH (Cafeteria) 1:00-4:00 ASSERTIVENESS	9:30-12:00 GROOMING AND CAREER DRESSING 12:00-1:00 LUNCH 1:00-2:30 TIME MANAGEMENT 2:45-4:00 EXERCISE AND RELAXATION
JULY 22	**JULY 23**	**JULY 24**
9:30-12:00 RELATIONSHIPS Letting Go Loneliness 12:00-1:00 LUNCH 1:00-4:00 BUILDING MORE POSITIVE RELATIONSHIPS	9:30-12:00 TOUR OF COMMUNITY COLLEGE 12:00-1:00 LUNCH 1:00-4:00 HOW WOULD YOU HANDLE IT?	9:30-12:00 SEXUALITY Values Birth Control STDs 12:00-1:30 GRADUATION LUNCHEON 1:30-300 GOOD-BYES

Note: This schedule does not include individual counseling or vocational testing. That is arranged separately and takes place outside of class time.

SAMPLE THREE-SUCCESSIVE SATURDAYS SCHEDULE

APPENDIX B

DISCOVER

9:30-10:00	ORIENTATION
10:00-10:30	COMMUNITY RESOURCES
10:45-12:00	ASSERTIVENESS
12:00-1:00	Lunch
1:00-2:30	SELF-ESTEEM
2:45-3:30	STRESS MANAGEMENT
3:30-4:30	EXERCISE AND RELAXATION

9:30-10:30	SURVEY OF AREA TRAINING SCHOOLS AND COLLEGES
10:45-12:00	TIME MANAGEMENT
12:00-1:00	Lunch
1:00-2:30	BECOMING INDEPENDENT
2:45-3:30	SEX-ROLE STEREOTYPES
3:30-4:30	RESCUE FANTASIES

9:30-10:30	MONEY MANAGEMENT
10:45-12:00	WOMEN AND POWER
12:00-1:00	Lunch
1:00-2:30	COPING WITH KIDS
2:45-4:30	RELATIONSHIPS

Individual counseling, vocational testing, career counseling, campus tours, grooming, and sexuality are not included in this highly condensed version of Discover. However, appropriate referrals can be made during the Community Resources section and th Survey of Area Training Schools and Colleges. For example, participants can be referred to Planned Parenthood for sexuality information, a mental health clinic for counseling, and an educational institution for testing, career counseling, and a campus tour. Participants can then arrange for themselves the deleted portions of the program, if they so desire.

SAMPLE LIST OF COMMUNITY RESOURCES

APPENDIX C

WHAT IS YOUR PROBLEM?	WHERE TO GO FOR HELP
"I want a divorce, but I don't have any money and my husband won't pay for it."	Legal Aid Address Phone
"I need birth control information." "I think I may be pregnant."	Planned Parenthood Address Phone
"My husband has left me and I don't have money for me and the kids. I don't even have food."	Aid for Families with Dependent Children (AFDC), Food Stamps Address Phone
"My husband is abusing me. I don't have any place to go and I need counseling."	Batterd Women's Shelter Phone (usually 24 -hour hotline)
"I feel very nervous or anxious or scared or confused or helpless or depressed. Sometimes I can't stop crying. I need to talk with someone, but I can't afford to see a therapist."	Community Mental Health Clinic (Usually has a sliding fee scale) Address Phone (may have a 24-hour hotline)
"I have almost no money for housing, and I certainly can't come up with enough for first and last month's rent and a security deposit."	Housing and Urban Deveolpment (HUD) subsidized housing Address Phone
"Who's going to take care of my kids? I need low-cost day care. Are there nurseries for low-income families?"	List any subsidized day-care centers. They may have very low fees or a sliding-fee scale.
"My ex-husband isn't paying his court-ordered child support, and I don't have the money to hire an attorney."	State Attorney General's office (child support) Address Phone

Your community may have additional resources that you want to list. You might also want to include a third column for additional information, such as fees, office hours, eligibility requirements, or possible difficulties.

DISCOVER:
An Educational Opportunity for Women in Transition

This easy-to-implement program meets the special needs of women who are searching for career alternatives or who are attempting to become self-sufficient and self-supporting. It helps women confront their fears about change, risk, independence, and decision making in a supportive, nonjudgmental atmosphere. Helpful suggestions for group instruction, individual counseling, vocational and self-concept testing, and personal exploration round out this useful guide.

"An excellent piece . . . with an holistic approach that is easy to understand and use. I especially liked the money management and relationship modules. This could easily be adapted for business and industry corporate training."

Sylania Thorpe
Corporate Personnel Operations
John Hancock Financial Services

"A good resource for postsecondary programs, re-entry programs, women's centers, shelters, and social service agencies. *Discover* could provide a supportive, informal structure that women in transition need."

Dr. Carol Perkins
Professor of Women's Studies
San Diego State College

0680

$12.00